NEA Today
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A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION
VOL. 8
NO. 5

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An Eye-Opening Look Back

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PRESIDENT'S VIEWPOINT

A Time to Remember, A Time to Share

Thanksgiving and Christmas have always been special times in my life. When I was younger and living at home with my parents, the holiday season was a time for family togetherness. And eight brothers and sisters make for a lot of togetherness!

We didn't have much in the way of material wealth, but that never seemed to matter. We had other riches: home-cooked food and homemade games, laughter and warmth, and love a-plenty.

For the past 20 years, Janet and I have made the holiday season something special in our own family. Every year, we get out the slides that have sat on the shelf for the previous 12 months. Then we review together all our family pictures, beginning with the birth of our first son, Brian, in 1968.

Each year, we offer thanks for our family, our freedom, our health, and all our friends. We also always take time to remember the people, far too many of them, who are less fortunate than we.

This year, we'll be giving special thought to the victims of Hurricane Hugo and the California earthquake. And I think all of us in the NEA family need to remember that for thousands of our colleagues—in Puerto Rico, South Carolina, and California—this holiday season will be very difficult, very painful.

NEA President
Keith Geiger

In recent weeks, former NEA President Willard McGuire has visited Puerto Rico. NEA Vice-President Bob Chase is recently back from South Carolina, and I've spent time in California.

On behalf of NEA, we all sought firsthand knowledge of how Hugo and the earthquake have devastated education and shaken the personal lives of so many of our friends and colleagues. (*See page 8 for a closer look at that devastation.*) We returned very moved by what we saw—and determined to give all the help we can.

The needs of our colleagues ravaged by this fall's natural disasters are enormous. They won't be met in the next week, the next month, or probably even the next year.

But each of us can make a difference. And that brings me to my special holiday request—a request I make of each of you as members of our NEA family.

First, if you know someone whose life was touched by the tragedy of Hurricane Hugo or the California earthquake, please take the time to write. You might not know "the right thing" to say. That's OK. Just let them know you care, and that you're thinking of them.

Second, I'm asking each of you to remember that this holiday season is about sharing. And I'd like each of you to share what you can with your colleagues in Puerto Rico, South Carolina, and California.

Our NEA affiliates in each of these locations have set up special relief funds. Checks may be sent to:

Asociación de Maestros
de Puerto Rico
Disaster Assistance
c/o Nancy Bosch
Executive Director, AMPR
Box 1088
Hato Rey, PR 00919

SCEA Children's Fund
421 Zimalcrest Dr.
Columbia, SC 29210

Earthquake Relief Fund
California Teachers Association
P.O. Box 921
Burlingame, CA 94011-0921

The Geigers' checks have already been sent. Janet, Brian, Jeffrey, and I will enjoy this season in a special way because we know we tried to do our small part to help our colleagues. Maybe all of us can give real meaning to this season of giving and sharing by doing whatever we can for our NEA friends.

I hope so. I wish all of you the happiest of holiday seasons. And I want to thank you in advance for remembering friends—and remembering the real meaning of this special time of year.

Inside

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To Hawaiian elementary school teachers Earl and Audrey Veloria, luaus and leis are part of an extensive cultural heritage—which they're working to preserve, in and out of school.

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A school's reaction to a student or staffer with AIDS says a lot about what kind of place it is—and your school will be facing the vital choices soon. NEA resources can help you decide.

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Readers of a new crop of children's books can enjoy being transported to different times and exotic places—and learn something about history, too. Ten recommended titles.

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At least 30 percent of our population will be abused at some time during childhood. A pediatrician and child abuse expert tells how to detect abuse and how to help abused kids.

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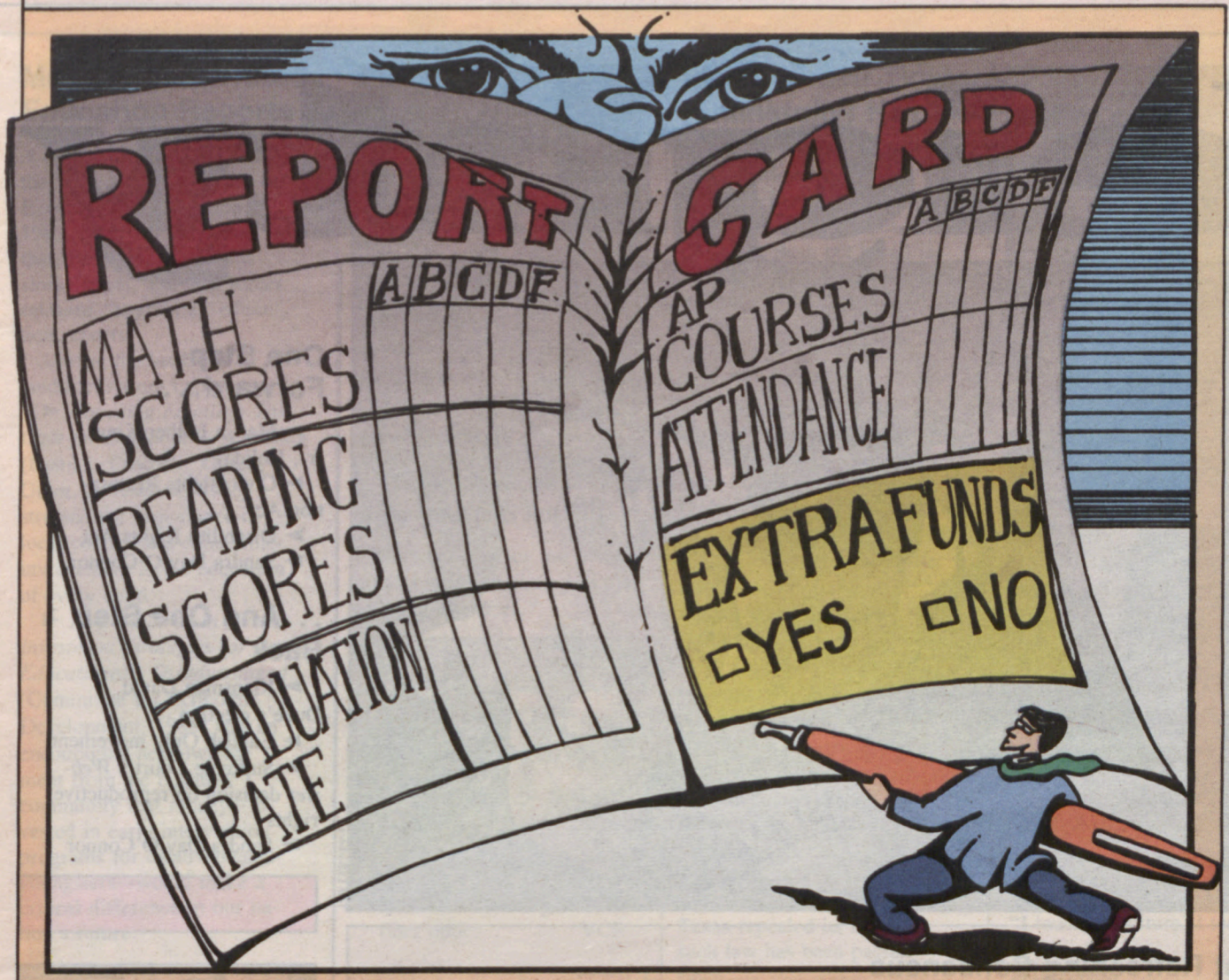
NATIONAL NEWS



Schools Wait for Their Report Cards

School-by-school, district-by-district, even state-by-state achievement comparisons are the latest wrinkle in education reform. The theory is that comparison will trigger the ultimate reform weapon: public pressure.

Wall charts, school "report cards," state-by-state NAEP scores. Suddenly the nation is comparing educational "outcomes" for schools, districts, and states as well as students.

► Last month New Jersey parents got a report card comparing test scores and other data for their child's school with the state median.

► In 1990, the National Assessment of Educational Progress (NAEP) will test the math achievement of the nation's eighth graders. For the first time, NAEP will release scores for some states—38 of them have agreed to participate in the comparison.

The wall chart phenomenon started with former Education Secretary Terrel Bell, who took off-the-shelf data about education performance in each state—everything from SAT scores to dropout rates—and published them all in a huge, wall-sized chart. The idea of publicly comparing education performance was born.

Now other reformers have taken up the wall chart notion to prod laggard states to move on education, while some governors are using comparisons to prod adversaries in their states or make their own programs look good.

But this notion carries a danger: The data getting compared aren't necessarily really comparable.

When New Jersey Governor Thomas Kean sent down the order for the school report cards, it was the New Jersey Education Association and other educator groups that made sure the forms included measures of input, of the resources available to each school.

That's one way to keep wall charts and other comparisons from being abused. Because in some comparisons—such as merit school programs—there's money riding on the outcomes. Different amounts of money.

Merit school programs are wall chart programs with money. They give money to the schools—sometimes even directly to teachers in those schools—that do best on school-to-school comparisons. In the last five years, at least nine states have passed legislation or introduced regulations to set up merit schools.

Florida has one of the oldest merit schools programs in the country, dating back to 1984. But because of the efforts of one Association local—in Pinellas County (St. Petersburg)—Florida's program at least has the potential for helping schools without distorting educational priorities.

As originally designed, the Florida program used student test scores as the main indicator of a school's achievement. The Pinellas Classroom Teachers Association didn't buy that.

"If you decide to reward improvement over the previous year, as Florida did," explains PCTA President Don Macneale, "you'll find that schools can't have an equal chance at showing most improvement every year. They get maxed out—some of them right from the beginning."

So PCTA negotiated a program that added "quality of life" measures, such as number of parent volunteer hours in a school, to the list of indicators. Eventually Pinellas County stopped using student achievement scores altogether, and Florida changed the law to permit every district to do the same.

Most recently the merit schools money going to Pinellas goes directly to support each school's site-based decision making program.

"This is the place to put resources—in instructional decision making at the building level—if you want to improve kids' achievement," says PCTA's Macneale.

Reform by comparison is likely to spread. The recent education summit endorsed the report card approach, a federal bill has been introduced in Congress, and the state-by-state NAEP comparisons promise fascinating reading ahead.

But wall charts will take some time to have any serious impact. Meanwhile—who knows?—maybe Americans will suddenly become good at statistics and not let themselves be bamboozled by numbers that don't compute.

—Nancy R. Needham

News Beat

■ **Budget Disaster**—If the automatic budget cuts mandated by Gramm-Rudman become permanent, the Education Department will lose a whopping $1.1 billion. In human terms, that means 400,000 students will be denied access to compensatory education programs; 21,000 students will lose bilingual education assistance; and 217,000 students will lose postsecondary student aid. NEA is actively fighting to restore the funding.

■ **Hispanic Growth**—The nation's Hispanic population now totals 20.1 million, according to Census Bureau estimates. That's a 39 percent increase since 1980, when Hispanics numbered only 14.5 million. The Hispanic population is now 8.2 percent of the entire U.S. population.

■ **Poverty Stats**—Children continue to be the nation's largest impoverished group. A recent Congressional study found that one-fifth of all children (one-fourth of all preschoolers and one-half of all Black children) live in poverty. And a Census Bureau study shows a widening gap between rich and poor families. By 1988, the richest fifth of all families received 44 percent of national family income, while the poorest fifth received only 4.6 percent.

■ **Youngsters and Guns**—The National Center for Health Statistics reports that 10 percent of the deaths of children aged 1 to 19 are caused by guns. The study found that in 1986, 1,043 youths aged 15-19 died in "gun-related homicides" in the U.S. In contrast, there were six such deaths in Canada, five in West Germany, and none in England.

■ **Teacher Testing**—In 1980, only 10 states required either admissions tests for those entering teacher education programs or certification tests for those entering the profession. Now 44 states do. According to a recent survey, 36 states administer teacher certification tests, 26 require admissions tests, and 18 require both.

WELL PUT!

Joe Di Dio

"To the contention of some critics that the nation's teachers are not good enough, I would answer that they are the best educated, most dedicated, hardest working, and least honored in the world."

—Mary Bicouvaris
NEA member and 1989 National Teacher of the Year

COVER STORY

the Weighty

Just a few of the victories, surprises, nuisances, and sober facts that will stick in our minds.

Latin May Be Dead, But...

Spanish
Vietnamese
Khmer
Chinese
Arabic
Tigrinya
Urdu
Portuguese
Korean
Bengali
Japanese
Tagalog
Amharic
Thai
Persian
Somali
Twi
Ga
Nyanja

...were spoken in 1989 by the 654 students at Oakridge Elementary School in Arlington, Virginia.

Tom LaBarbera

Most Refreshing Consensus

Teachers are starting to get the professional respect they deserve.

In the last few years, heads of corporations, movie stars, and politicians have heaped praise on the teaching profession. Teachers' salaries began to beat inflation in the second half of the decade. Most important, today's politicians, business leaders, and school administrators have come to acknowledge that teachers must have a share in the decision-making power, that teachers can make the difference in whether this education reform effort succeeds—that teachers know best.

That's progress.

One Step Forward...

- Martin Luther King, Jr., Holiday
- Civil Rights Restoration Act
- Disability Rights Act
- Sandra Day O'Connor

...And One Step Back

- Klansman David Duke's election
- English Only movement
- Supreme Court's *Webster* decision on reproductive rights
- Sandra Day O'Connor

Dennis Brack/Black Star

C. Everett Koop

On AIDS: "The White House doesn't like the *C* word. But if you don't talk about condoms, people are going to die. So I talk."

Ken Straiton/The Stock Market

Most Frightening Numbers

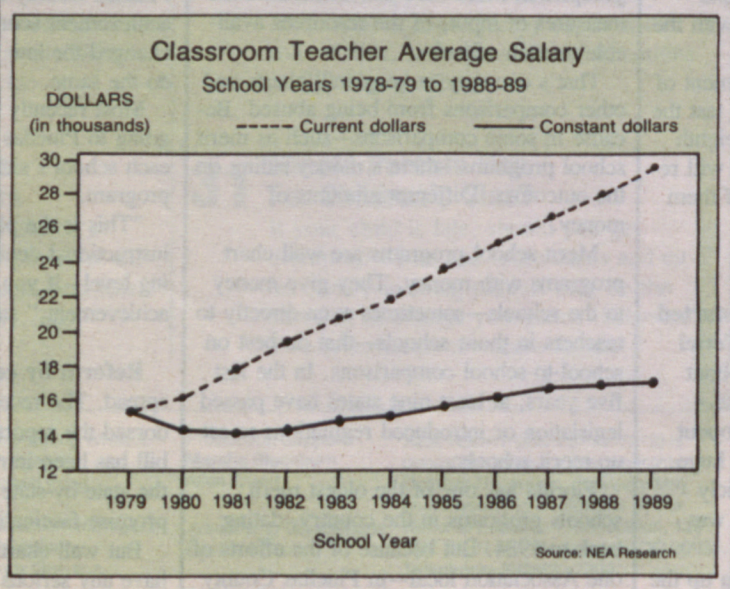
...63,836 U.S. AIDS deaths, an estimated 1.5 million people currently carrying the HIV virus.

...5,200 teachers and 282,000 students physically attacked at school every month.

...1 in 5 children raised in poverty.

...1 million teen pregnancies a year.

...375,000 babies born each year to mothers who take drugs.



Great Moments at the Ballot Box

Any nominations?

Life's Little Pleasures

The resignation of James Watt...the defeat of Robert Bork's nomination to the Supreme Court...Leona Helmsley's conviction.

Unseen Hazards That (Still) Haunt The Schools

radon
asbestos
lead
cathode rays
PCBs
cholesterol
prejudice
public address announcements

COVER STORY

Most Underrerrated Education Reports

A Nation at Risk, released by the National Commission on Excellence in Education in 1983, started it all. After that, hundreds of commissions, funds, and task forces released "landmark" education reports.

Lost in the landslide of landmarks were two gems.

► *Choosing Equality: The Case for Democratic Schooling* (Bastian, Fruchter, Gittell, Greer, & Haskins, 1985) stressed the importance of local control and community involvement in the education of every child.

► And *Children in Need: Investment Strategies for the Educationally Disadvantaged* (Committee for Economic Development, 1988) was an encouraging acknowledgment from the business community that money—invested in early intervention programs for disadvantaged youngsters—would make a critical difference in our nation's future.

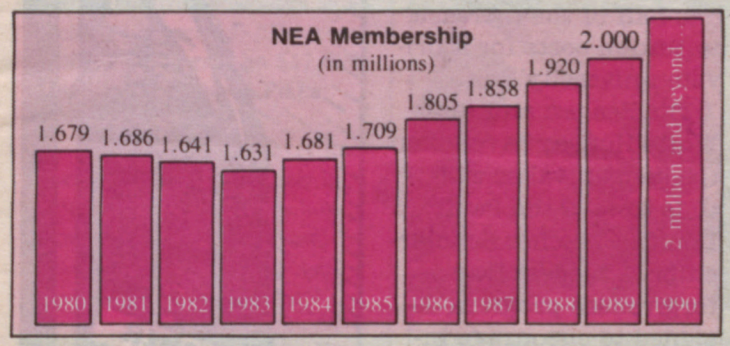
Joe Di Dio

Mary Hatwood Futrell

"There is no office, no honor, no accolade that can equal that of being a teacher."

10 Words You Couldn't Define in 1980

modem	downlink
fax	Hypercard
bytes	compact disc
DOS	Reaganomics
fiber optics	VCR



Flip Schulke

Ideas Whose Time (Thankfully) Never Came

► **Tuition tax credits and vouchers.** Despite President Reagan's promises, President Bush put a nail in the bad idea's coffin when he said: "I think it is the obligation of all taxpayers to support a public education system....And then if people want to shell out [private] tuition money, that's their right."

► **Mandatory school prayer.** Despite President Reagan's promises, the Supreme Court firmly established the separation of church and state in decision after decision.

► **Teacher competency testing.** Despite lots of politicians' promises, only a few states—Arkansas, Texas, and Georgia—enacted teacher competency statutes. A few years later, after spending some $6 million to find out that 99.1 percent of its teachers passed the test, Texas repealed its law. No such law has been passed since.

► **Vice President Bennett.** Need we say more?

Dennis Brack/Black Star

William Bennett

"[Cuts in federal aid to college students] may require from students divestiture of certain sorts—stereo divestiture, automobile divestiture, three-weeks-at-the-beach divestiture."

Dennis Brack/Black Star

Timothy Savard

Christa McAuliffe

"I touch the future, I teach."

Biggest Disappointments

► **The Incredible Shrinking Budget.** Budget cuts caused the federal share of the nation's education bill to shrink from 9.2 percent in 1979 to 6.3 percent in 1989. The percentage of federal funds spent on education also declined, from 2.5 percent—meager to begin with—to a measly 1.7 percent.

► **Equal Rights for Whom?** The 1980s witnessed the defeat of the Equal Rights Amendment and the entrenchment of "the Reagan Legacy"—a conservative majority on the U.S. Supreme Court that wielded its collective weight in critical cases involving affirmative action, racial discrimination, and reproductive freedom.

10 Words You Could Live Without in 1990

yuppie
at-risk
interface
Bloods/Crips
Just Say No
Tastes Great/Less Filling
Baby on Board
oat bran
Nintendo
Teenage Mutant Ninja Turtles

Dennis Brack/Black Star

Ronald Reagan

"I would like to get Government off your backs and out of your way."

Eighties

A Decade in Review

HUMAN RIGHTS

School Finance: The Next Revolution?

The lesson: Children shouldn't be penalized for living in poor communities. The assignment: revamp the school finance formula. That's the homework many state supreme courts are handing out to their state legislatures.

Since the late 1960s, more and more poor school districts have turned to state courts to seek more equitable school funding formulas. Discouraged from recourse to federal courts by a 1973 Supreme Court ruling that the U.S. Constitution doesn't guarantee the right to education, such districts have increasingly brought their funding equity suits to state courts. In the past two decades, state courts have upheld 10 state finance systems and overturned 11 others, most recently in Kentucky and Texas.

The Kentucky Supreme Court decision requires "an efficient system of common schools throughout the state," ordering the legislature to mandate changes for "the whole gamut of the public school system, including governance, programs, and student achievement.

"The system of schools must be substantially uniform throughout the state," says the ruling. "Each child, *every child* in this Commonwealth must be provided with an equal opportunity to have an adequate education." Although Kentucky provides 75 percent of local school district funding, the wealthiest districts spend twice as much on students as the poorest districts.

According to Kentucky Education Association (KEA) President David Allen, "To provide an adequate education, we must reform curriculum and ensure that *all* students have access to quality textbooks, as well as computers and art programs." A coalition including KEA has defined 50 programs that are vital to comprehensive reform.

In the Texas decision, as in Kentucky, a key word is "efficiency." In October the Texas Supreme Court unanimously ruled that the state's school financing system violates the Texas constitution and that the legislature must correct the "gross inequities" among districts by May 1990. The state, which provides only 40 percent of school funding, presently sees a gap of nearly $11,000 between the highest and the lowest per pupil expenditures (see chart below); some districts spend five times as much as others.

"There's simply not enough revenue for schools to get the job done," explains Texas State Teachers Association Vice President Richard Kouri. "We need $5 billion over the next four years instead of the $450 million that the legislature mandated for the next two years.

"We're concerned that legislators will try to make everyone poor and drag the average spending level down," continues Kouri. "Right now Texas has no personal or corporate income tax and the courts can't require legislators to raise taxes."

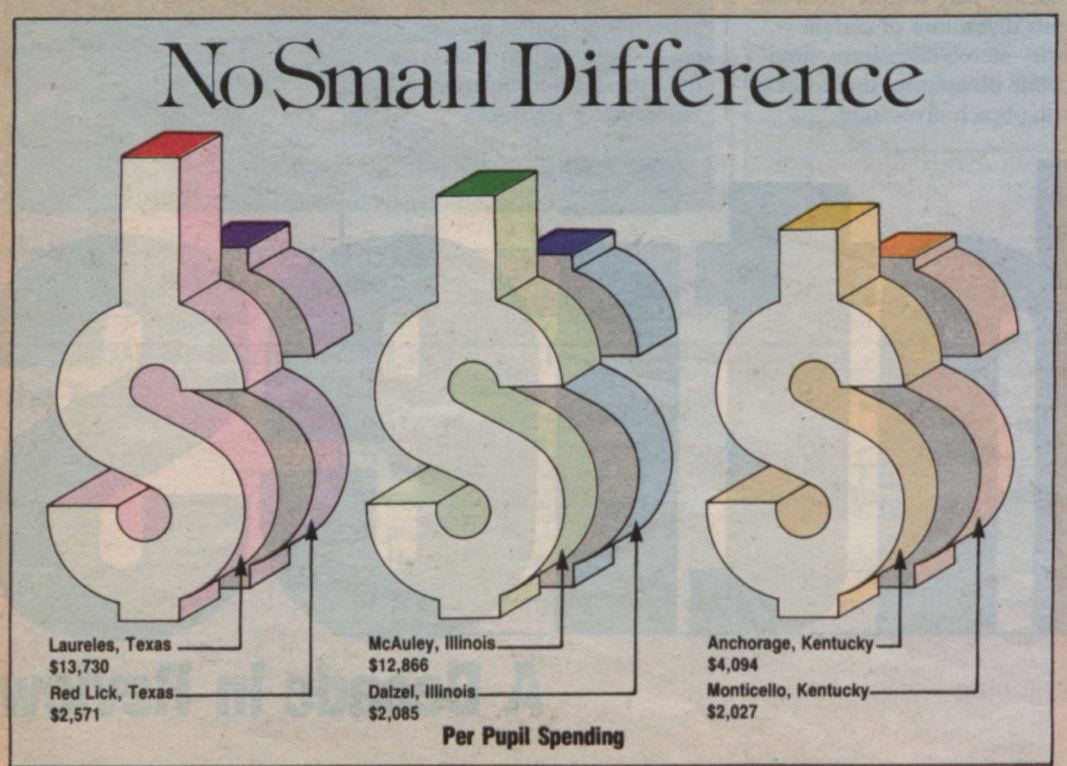
As in Kentucky, the court decision has prompted legislators and the state Association to propose changes in the entire range of education reform issues, even though the Texas decision requires only changes in funding.

Next state to watch: Illinois, whose constitution also requires "efficiency" in school funding. The state legislature is examining equitable funding although no case has come to its Supreme Court. Two-thirds of school revenues come from local districts, and tax base inequities are extreme. The result: some districts spend six times as much per student as others.

As many states review their school finance systems, more poor districts are pursuing court challenges. Nine states face lawsuits or court orders on funding disparities; more court victories will probably bring more suits.

The recent victories hand legislators and Association activists an unprecedented opportunity to forge new, fair state education finance formulas and make sure students in poverty-stricken communities don't get stuck with poverty-stricken education.

—Melissa Etlin
NEA Human and Civil Rights



Sources: State Departments of Education. All figures are for the 1987-88 school year.

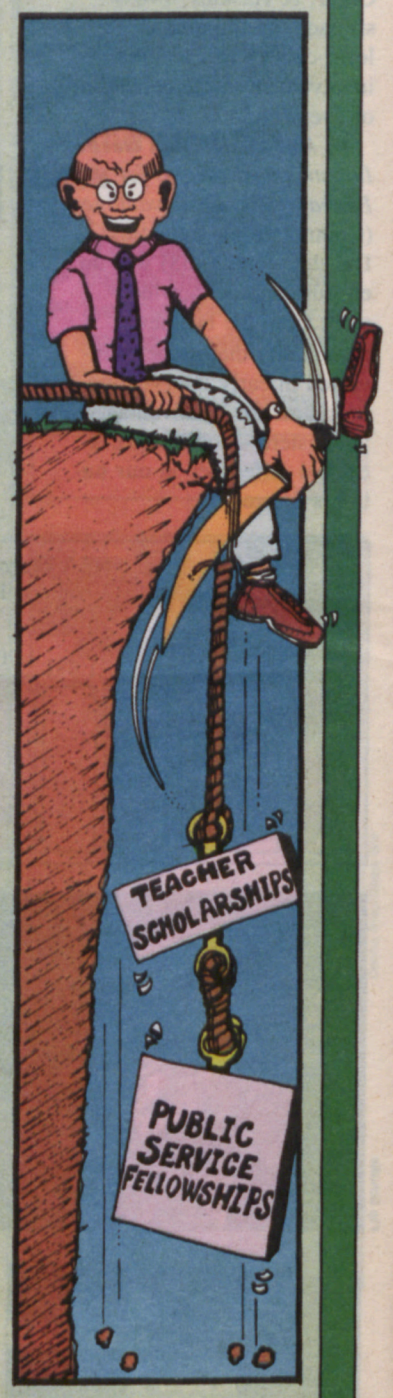
WASHINGTON WATCH

On the Cutting Edge

Year after year, the Administration calls for the elimination of a number of programs it characterizes as "too small to be meaningful." It's a pitch-and-yaw roller coaster ride for the people served by those programs.

Because of their small size and constituency, certain federal programs don't have the visibility—or political support—that larger programs have. But they still serve an essential role.

Take the Patricia Roberts Harris Public Service Fellowships. The Bush Administration wanted to ax this scholarship program for public administrators.



Earlier this year, the Department of Education stated, "No funds are requested for this program in 1990 because needy students in public service fields already receive ample financial assistance."

No close observer of federal student aid programs would describe the funding levels as "ample." Since 1980-81, student aid programs have gone up less than one-half of the increase in tuition costs for a private university.

The Reagan and Bush White Houses have taken the same cavalier attitude toward the Paul Douglas Teacher Scholarships, a modest loan forgiveness program designed to encourage individuals to enter the teaching profession.

In a departure from reality, Reagan officials wrote, "There is no manpower shortage or other national need that would warrant such a narrowly focused grant program designed to influence individual educational and career decisions." No teacher shortage?

The Bush Administration dropped that line, but still called for wiping out the program.

Congress has regularly rejected the arguments—and the proposals—to eliminate these and other scholarship programs. In fact, Congress will soon be considering new legislation that goes far beyond the modest efforts in the Paul Douglas program, authorizing $300 million in FY90 to provide scholarships and other incentives to address the teacher shortage.

Perhaps when the Excellence in Teaching Bill is enacted, the arguments about the Paul Douglas Teacher Scholarships being too small will carry more weight.

—Michael Pons, NEA Government Relations

Local Look

MICHIGAN

A recent contract settlement in Michigan's Upper Peninsula may open the door to pay equity for adult education teachers around the nation.

Gogebic County adult educators teach 18- to 80-year-olds who've never finished high school. They're fully certified, and many work as many hours as regular full-time employees.

Until their recent organization and affiliation with MEA/NEA, Gogebic adult educators got paid on the basis of the number of students in their classes: if there were too few students, teachers were paid by the hour.

But the Gogebic County Community Schools Education Association's first contract has changed all that. Now, says GCCSEA President Bruce Pikka, adult educators earn the same salaries and fringe benefits as local K-12 teachers. "For some of us, that means an $11,000-a-year difference," Pikka says.

"In the past, we never knew whether we'd have a job in the fall—or, if we did, how much we'd be paid. Now, we've got job security and pay security—in writing."

MISSISSIPPI

***Will Your Baby Read?*, a 12-page booklet** by the Springdale (Ark.) Education Association, is showing up in southeastern Mississippi through a reprint by the Jones County Association of Educators. The booklet gives parents hints on "building experiences that will lay a solid foundation for future educational success for babies and toddlers," says JCAE President Doyle Wheat.

The easy-to-read text was written by SEA's Instruction and Professional Development Committee; Westwood School first grade teacher Mary Haney created the simple black-and-white illustrations.

Now JCAE has placed the booklets in doctors' offices and health clinics throughout Jones County. According to Catherine McDuffy, an English teacher at Springdale (Ark.) High School, it's been more than 10 years since SEA first produced the booklets—but the message still stands.

CELEBRITIES GO TO BAT FOR YOUTH

Jose Luis Villegas

East Side Teachers Association President Nick Leon (left) accepts a plaque from Assemblyman Dominic Cortese for the local's efforts to help potential dropouts. That's artist Peter Shaw pitching to former pro quarterback Jim Plunkett.

San Jose Local Nets $100,000

The cry was "Splatter Up" in San Jose, Calif., this fall, when the 1,100-member East Side Teachers Association sponsored "American Splatter," a unique batting exhibition to benefit the district's at-risk youth.

One sunny Saturday afternoon 10 local celebrities stood before an enthusiastic crowd of some 700 on the baseball diamond of Overfelt High School. One by one, they stepped into the batter's box—each in front of a different unfinished 4' x 4' painting by artist Peter Shaw—and faced Shaw himself on the pitcher's mound.

Shaw was pitching paint-soaked tennis balls that splattered color when they connected with bat or canvas. The resulting works of art were valued at $10,000 each—prepaid—by the local firefighters' association and the local businesses that bought them to benefit the San Jose area Youth-At-Risk Program.

Overfelt social studies teacher, ESTA president, and splatter batter Nick Leon says ESTA will use the $100,000 for a series of 10-day live-in programs designed to challenge—physically and mentally—at-risk students from the district's 11 high schools. The students will commit themselves to improve one aspect of their lives. In what Leon calls a partnership among ESTA, the district, and the community, some 300 adult volunteers will conduct the programs over two years.

ESTA is grateful to the well-known local residents who donated their time to "American Splatter": San Francisco Giants catcher Mike Sadek, ex-San Francisco Forty-Niners running back Delvin Williams, ex-Oakland Raiders quarterback Jim Plunkett, California State Senator Dan McCorquodale, and local officials, administrators, and TV personalities.

NEW JERSEY

A checkout's as good as a check where Ocean County's Southern Regional Education Association is concerned. One Saturday each year, volunteers from the 240-member Association take shifts at the door of a local supermarket, collecting the receipts from shoppers as they leave. The market donates 10 percent of the total amount on the receipts to SREA's scholarship fund.

The day's contribution usually runs about $2,500, says scholarship committee chair Jean Svetz, a resource room teacher at Southern Regional High School. Last year SREA gave out some $8,500 in $1,000 and $500 scholarships. Most awards go to students preparing for careers in education or secretarial work, the occupations represented in the local's membership.

COLORADO

The Ski Country UniServ unit, made up of 13 locals in mountain areas like Aspen and Steamboat Springs, Colo., has organized an annual legislative conference to influence events at the state capitol in Denver.

"A major purpose of the conference is to make contact with key local and state groups interested in education, to develop consensus on issues wherever we can," explains Betty J. Woods, chair of the Ski Country UniServ Council.

Woods is talking about other educator groups active at the state level—school board and administrator groups, for example—and business groups.

"We want the six state legislators who represent this area to know there are subjects—full funding of education is one—which concern the whole community, not just school employees."

DELAWARE

After 19 months of bargaining without a settlement, Smyrna Education Association members this fall made their frustration known. They held a wake.

Shrouded in black, marching in silent solidarity, and carrying signs designed to breathe life into negotiations, the aides, custodians, teachers, and secretaries of this wall-to-wall unit protested the board's refusal to negotiate.

Taking their message to the community in newspaper ads, organized protests, and funeral marches, SEA members showed their unity and won support from the community. Recently, a local businessman donated his storefront to serve as an SEA crisis center, and the Clayton Fire Hall donated tables and chairs. "Until this contract is settled, we're going to keep on taking our message to the board, and to the people of this community," says SEA President Paulette Arnold.

State Side

MIDWEST

Improving student study skills and involving parents in education are the two major goals of a statewide campaign launched recently by the Iowa State Education Association and the Iowa telecommunications company, US WEST.

Under the slogan "Learning is important to all of us," the campaign includes—

► guides that students can use to record homework assignments. Teachers will distribute the guides, which are designed to get parents more involved in their children's education and to make it easier for parents and teachers to communicate.

► a six-part newspaper ad series emphasizing the importance of study skills and suggesting steps parents and students can take to improve students' skills.

ISEA President Ken Tilp says the campaign grew out of the Association's desire to "define how students and parents working cooperatively with teachers could enhance performance at school."

NORTHEAST

Five Cortland and Allegany County affiliates of NEA-New York have mobilized to fight placement of a "low-level" nuclear-waste dump in their communities. All rural, none affluent, the communities are on a short list of possible sites targeted by a state commission.

"Trucks carrying the waste would go down a road near both our schools," points out McGraw Faculty Association President Jim Weiss. "And an accidental spill wouldn't just go away. Radioactivity lasts."

Feelings in the affected communities are strongly against accepting the dump. "As a teacher, I'm concerned about students' future health—and about the health of the community itself," says Weiss. "By cutting property values, a waste dump could injure the town almost as badly as the people."

Other locals that have taken action against accepting the New York dump are the Angelica and Belmont Teachers Associations in Allegany County and the Cincinnatus Education Association and Marathon Teachers Association in Cortland County (where MFA also is located).

AFTERMATH OF DISASTER

Associations Aid Rebuilding Efforts

Associated Press

Residents of Charleston, S.C., clear debris from their homes after Hurricane Hugo ripped through the city in September.

A nationwide relief effort is underway to assist Association members in California, South Carolina, and Puerto Rico stricken by Hurricane Hugo and the California earthquake.

In seven northern California counties, an estimated 100 people were killed and 3,000 injured. Two Association members lost their homes in the Marina district of San Francisco, where the quake set off raging fires and scores of dwellings collapsed. Twenty-five teachers lost their homes in Los Gatos, south of San Francisco. Preliminary estimates put structural damage to California schools at $60 to $100 million.

The night of the tragedy, the California Teachers Association (CTA) established an Earthquake Relief Fund, administered by the Foundation to Assist California Teachers (FACT).

"Teachers who've suffered major losses can request grants from the Fund through their local CTA chapters," notes CTA President Ed Foglia. At press time, some $2,700 had been raised.

Across the country, the South Carolina Education Association (SCEA) set up a fund to purchase school supplies for students in the 32 local areas hardest hit by Hurricane Hugo. At press time some $30,000 had been raised.

The storm took a heavy toll, with schools suffering some $85 million in damage. All 36 schools in Berkeley County, north of Charleston, sustained moderate to heavy damage.

Meanwhile, the Asociación de Maestros de Puerto Rico estimates that 500 teachers lost their homes in the storm. AMPR started an emergency relief fund with $100,000 and set a goal of raising $1 million.

To contribute to the Puerto Rico fund, contact AMPR Disaster Assistance, c/o Nancy Bosch, Executive Director, AMPR, Box 1088, Hato Rey, PR 00919.

For South Carolina, contributions may be sent to the SCEA Children's Education Fund, c/o Sam Mauzy, The SCEA, 421 Zimalcrest Drive, Columbia, SC 29210.

For California, make checks payable to the Earthquake Relief Fund, CTA, P.O. Box 921, Burlingame, CA 94011-0921.

Associated Press

A six-lane freeway in Oakland collapsed after California's earthquake in October.

WEST

The state Associations in New Mexico and Utah recently took their own state governments to court to get practices that harm educators or education declared unconstitutional.

NEA-New Mexico, represented by NEA General Counsel Robert Chanin, brought suit against various New Mexico state agencies to restore due process rights and the property right to continued employment to New Mexico teachers. NEA-New Mexico's suit argues that the provision of the 1986 state reform law that allows school boards to terminate veteran teachers without having to show "good and just cause" is unconstitutional under the New Mexico and the U.S. constitutions.

The Utah Education Association's lawsuit alleges that a spending limitation law passed by the legislature earlier this year violates the Utah constitution by—among other things—requiring a two-thirds rather than a simple majority to exceed spending limits.

MID-ATLANTIC

Stressing the need for "dialogue between teachers and public officials," the Maryland State Teachers Association has issued a report calling for basic reforms in the state's education system. Based on responses to a survey of more than 50,000 parents and educators, *Making Schools Succeed* is part of a comprehensive reaction to a recent report by the Governor's Commission on School Performance.

"Teachers are more frustrated than politicians with the state of our schools," says MSTA president Jane Stern.

"We are the ones on the firing lines every day," adds Stern. "We see the problems and the successes. And we know what improvements will make schools succeed."

The report outlined, among other suggestions, the need to put teachers in charge of schools "so that faculties, not bureaucrats, are responsible for a school's performance"; to establish a teacher-majority professional standards board; and to limit teaching loads. At its representative assembly in November, MSTA voted to endorse the reforms.

Meet:

Larry Kodooka

NĀ KUMU KULA I PALIULI
(TEACHERS IN PARADISE)

Earl and Audrey Veloria live in the small village of Kohala on the Big Island of Hawaii. Both work at Kohala High and Elementary School—Earl teaching sixth grade, Audrey kindergarten. Married since 1967, they have two children, Kaleo, 13, and Rena, 2½. Their home is a modern rambler on a hill overlooking the Pacific.

The Velorias share Hawaiian roots and a deep concern for the preservation of their culture. About 30 times a year for the past 11 years, they've moonlighted as hosts to groups of tourists who want to learn more about the "real" Hawaii.

NEA Today *staff writer Stefanie Weiss met the Velorias by chance on a vacation last spring, when her hiking group attended a traditional luau at their home.*

When tourists come to your home, you tell them about your culture and history, teach them Hawaiian songs and dances, show them how to make leis, and feed them a huge meal, including pork cooked for hours over hot rocks in the ground. Why do you do it?
Earl: We feel that life here is moving away from the Hawaiian culture. Hosting groups, and sharing values, and getting our children involved mean a lot to us.
Audrey: We enjoy giving of ourselves and making friends, but that last reason is very important to us: we want our son and daughter to be able to appreciate their culture. To do that, they have to first know the culture, then live it.

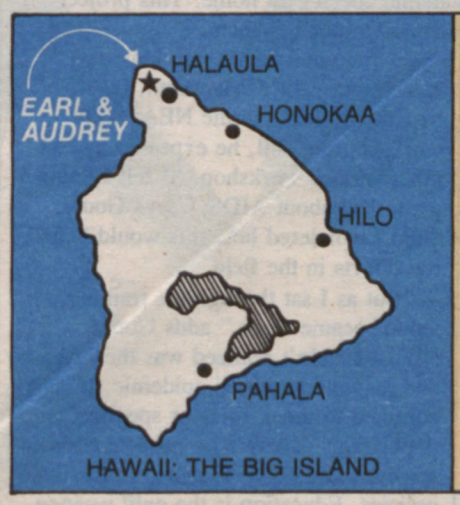
So our children are learning everything we know about our culture and exhibiting it for an audience that's appreciative. They get positive reinforcement, and they think, "I'm someone important because I'm Hawaiian." This is our way of preserving a little part of Hawaii for our children to have when we're gone.

How did your families come to Hawaii?
Audrey: My father's father came from England as a whaler and met my grandmother here. Both my parents were born and raised in the islands.

I was the eldest of four children. We grew up and went to school in Honolulu. I was very lucky to have two grandmothers who shared a lot of the culture of the islands with me.
Earl: My father came from the Philippines, and my mother is a native Hawaiian. I come from a household of 10 children, 3 uncles, and one cousin—there were 16 of us when I was growing up. My father was a cane-cutter, harvesting sugar cane in a little town about 125 miles from here on the other side of the island.

Do you have the opportunity to teach your students about your culture?
Audrey: Yes. I'm able to teach kindergartners some Hawaiian songs and language, like the Hawaiian words for *grandma* and *grandpa*. I teach them about native animals and plants. Earl takes his sixth graders out to the volcano—Kilauea—each year, and since he was raised in that area, he adds a lot to the children's experience.
Earl: I tell them about how the volcano erupted in my backyard when I was a teenager, how my one-room schoolhouse burst into flames, and how the entire village was destroyed.

How else is Hawaiian history and culture taught in school?
Audrey: Hawaiian studies is taught in fourth and seventh grades. In a new program, the state has gone out and employed *kupuna*—elders—of Hawaiian background to come in for one hour a week, meet with K-6 classes, and teach them basic songs, legends, and language.
Earl: Twice a year, schoolchildren all over the state celebrate festivals—*Makahiki*, our fall harvest week, and *Lei Day* on May 1—which are very important in Hawaiian culture. The students dress as members of the royal court of Hawaii to present song or dance numbers from different eras of our history.



A Statistical Sampler

Population of Hawaii: 1.1 million
Public schools: 237
Public school students: 169,572
Public school teachers: 10,119
Average salary for teachers: $31,990

Ethnic breakdown of students

American Indian	.3%	Japanese	13.9%
Black	2.6	Korean	1.7
Chinese	3.2	Portugese	3.0
Filipino	18.3	Span./Puerto Rican	2.3
Hawaiian	2.5	Samoan	2.7
Part-Hawaiian	20.1	White	20.0
Indo-Chinese	.8	Other	7.8

All of Hawaii's schools are in one school district. How does that affect you?
Earl: We work under one contract, the pay scale is the same statewide, and we're able to transfer to any island in the state without penalty. For the past 15 years, we've had a surplus of teachers, but more teachers are retiring, more students are coming into the system, and we're enjoying a surplus of positions now.
Audrey: The single district also means that changes happen all over the state at the same time. For instance, the legislature passed a law that will establish site-based management teams in every school in the next 2 to 3 years. And there's a mandate for every school to provide after-school care for children whose parents both work.

You live in a very rural area, and most products—packaged foods and building materials, for example—have to be imported at great cost. How do you handle the high cost of living?
Audrey: A box of cereal can easily cost $5. But people here quickly become aware of what comes from our own mountains and ocean.

We have an informal barter system that helps, too. If I'm able to find breadfruit and make poi and you're good at fishing, I'll say, "I've made poi this week, here's five pounds of it," and you'll leave a catch of fish by my door.
Earl: Even though the cost of living is high, teachers' salaries here aren't bad—the average salary is just about $32,000. Bartering is a small supplement, but most of our things do come from the store, and they do cost money. We just adjust and live with a little less than others might have on the mainland.

Given all the temptations of a vacation paradise, do you have problems motivating students academically?
Audrey: Yes and no. Being able to bring the outdoors into my classroom virtually year round helps me motivate young children. But, the older ones, who can just cut out and go surfing, don't spend enough time reading. They need help keeping their minds on their studies.
Earl: There are more afterschool programs designed to do that—tutorials and a new athletic study hall program. In certain sports, athletes will have to attend 90-minute study halls after school and before practice.

What do you tell people who think life in paradise is a life without problems?
Earl: Well, we enjoy being out here, and the people who live here wouldn't live anywhere else. But I have 31 students in my class this year...I'm concerned that children here eat too much sugar and can't sit still long enough to listen to instructions...and people estimate that Hawaii has a $4 billion marijuana industry.

Basically, I tell them that whatever is found on the mainland is also found here on Hawaii. After all, we're the crossroads of the Pacific.

AIDS PREVENTION...

Is Your School

In the 1990s AIDS will spare no school. What will happen when you and your colleagues face a student—or a staffer—with AIDS? NEA has developed guidelines and an imaginative training program to help every school cope with America's number one public health challenge.

My name is Michael. I am a teacher in Seattle, and I have AIDS.

With these simple words, a teacher begins an open letter to educators on the impact of AIDS—the real price not just of the disease, but of the anonymity it requires.

I want to tell the administrators at my school that I have AIDS, because there are times when I could use their support. I would like my faculty to know that I am living with AIDS, to help break down the myths and the fears about this disease.... I would like to take my educational skills beyond the classroom—to do public speaking about what it is like to live with AIDS....I cannot, because to do so would very likely jeopardize my right to teach, and I love my work....

You walk into your classrooms day after day thinking that you know no one with AIDS, while I stand in the classroom next door, a living resource I can't even tell you exists. So I lose your support. And you lose my example. But even more tragic than that, our students lose.

Although Michael is a teacher, he could just as easily be a student. And though Michael writes from Seattle, it could just as easily be your city, your school, your classroom. With an estimated 1.5 million Americans infected with the virus that causes AIDS, sooner or later someone with AIDS—a student or a staffer—will arrive at your school, hoping for your support, fearing your reaction. Are you ready?

To help you, NEA's Health Information Network has created an imaginative AIDS awareness and education workshop. The HIV Education and Training program is designed to prevent the spread of HIV (the Human Immunodeficiency Virus, which causes AIDS) and to protect the rights of those afflicted. Comprehensive in scope, the two-day workshop combines information with policy guidelines and the opportunity to examine the public and personal issues surrounding the spread of this deadly disease. The "open letter from Michael" in its entirety is a component of this program.

"Many educators don't appreciate how extensive a problem AIDS is. They don't see it as an epidemic," says Jim Williams, director of NEA's Health Information Network. "Unless they know an HIV-positive child or teacher in their school, the idea of an AIDS epidemic doesn't hit home. This project brings it home to them."

Fred Gould is a veteran UniServ representative in Chatsworth, Ga. When he first sat down in the NEA AIDS workshop this fall, he expected just another service workshop. "I felt I knew a great deal about AIDS," says Gould, "and I wondered how this would help my efforts in the field.

"But as I sat through the training, its value became clear," adds Gould. "What I hadn't realized was the severity and magnitude of this epidemic. It isn't confined to inner cities or specific populations. There's no miracle cure—not even any comprehensive programs or policies. Education is the only weapon against AIDS, and that's why this program is necessary, not only for us but for everyone in education."

Gould is one of dozens of UniServ representatives and staff members who have participated in the NEA program. Once trained, staffers continue the awareness effort by conducting training workshops for Association leaders, schools, and members.

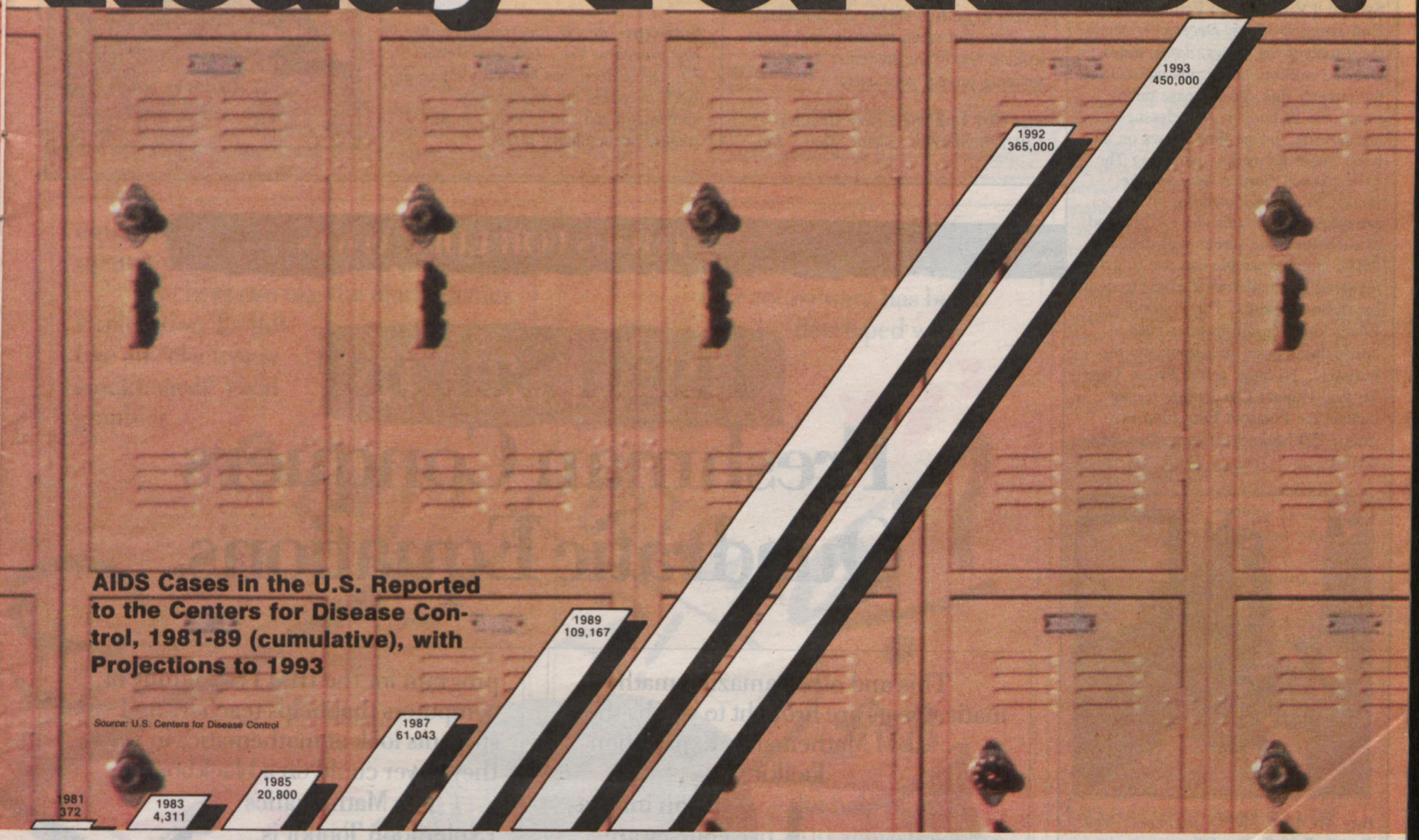
Supported by the U.S. Centers for Disease Control (CDC), this ambitious five-year AIDS prevention project—begun in 1988—is designed to teach local communities a critical lesson: it's never too early to develop comprehensive health education programs and policies to deal with the gravest public health crisis facing our nation.

A simple set of statistics testify to the urgency of this effort. According to CDC, an estimated 1.5 million Americans have tested positive for HIV. As of September 1989, 110,000 Americans had AIDS; by 1993, an estimated 450,000 will have been diagnosed with the disease. Even more startling, between June 1988 and August 1989 the number of teenagers with AIDS jumped by 43 percent. The increase substantiated early warnings by such experts as former U.S. Surgeon General C. Everett Koop that risky sexual practices by teens are precipitating a wave of HIV infection among our nation's youth.

"Behavioral scientists and medical experts alike say AIDS education must

...THROUGH EDUCATION

Ready For AIDS?



AIDS Cases in the U.S. Reported to the Centers for Disease Control, 1981-89 (cumulative), with Projections to 1993

Source: U.S. Centers for Disease Control

start early and continue throughout a child's education if it's to have any impact," says Williams. "To achieve that, we must work among ourselves and in our communities.

"This training project is only the beginning of the NEA effort," adds Williams. "We're also setting up an HIV Education and Training project that addresses the specific needs of minority students. In the spring we plan to have another component ready—an educational training package complete with a video showing veteran teachers as they carry out successful AIDS teaching strategies. The package will also include resources and discussion guides to help members develop their own teaching programs.

"Education is the best method we have," says Williams, "to stop this disease from killing our colleagues and our students." In the closing words of Michael's letter:

I invite each of you to continue the process of education that will allow you to release your fear of AIDS and of people with AIDS...I invite you to open your minds and your eyes and your hearts so that when the teacher with AIDS in your *school looks around, hoping to find someone to trust, you will be there...then share your example with your students. This is not only a personal issue. It is an educational imperative.*

—Anita Merina

An AIDS Quiz

Ignorance and misinformation about AIDS can be dangerous—even deadly. Find out how much you know about AIDS: True or false?

1. A few people have become infected by the virus that causes AIDS by touching the tears or saliva of a person with AIDS.
2. Women can transmit HIV to their sex partners.
3. A positive HIV antibody test result means a person has AIDS.
4. Needle-sharing has caused most of the cases of AIDS in women and infants.
5. Sexual experimentation and crack cocaine use are causing a dramatic increase in AIDS cases among teenagers.
6. HIV is transmitted by casual contact, e.g. by touching drinking fountains, toilet seats, and eating utensils handled by HIV-infected persons.

Answers

1. *False.* The virus has been found in tears and saliva, but there have been no reported cases of transmission of HIV this way. AIDS is transmitted only through unprotected sexual intercourse, direct introduction into the bloodstream (needles), or from mother to child during pregnancy or delivery.
2. *True.* HIV can be transmitted from an infected woman to a man—or vice versa.
3. *False.* A positive HIV antibody test result indicates that a person has been infected with HIV. It is still unclear what percentage of HIV-infected people will develop AIDS or AIDS-related illnesses.
4. *True.* Just over half the women who've contracted AIDS had shared IV drug needles. Many of the rest were infected by sex partners who'd shared needles. Nearly 80 percent of all children with AIDS were infected by their mothers during pregnancy or delivery.
5. *True.* Crack, which can lead to promiscuity and sex-for-drugs trades, is partly responsible for the increase in teen AIDS cases.
6. *False.* CDC says HIV cannot be transmitted through casual contact, including shaking hands, coughing, and sneezing. You also cannot become infected with the virus through eating utensils, drinking fountains, or toilet seats.

RESOURCES

Responding to HIV and AIDS, a booklet available from the NEA Health Information Network, 100 Colony Square, Suite 200, Atlanta, GA 30361.

Teaching Strategies for AIDS Prevention: Helping Teachers Get Started. An educational training package for teachers, including a curriculum guide and video show. Scheduled for release in the spring by the NEA Health Information Network.

Infection, Your Immune System and AIDS. A high school and college HIV/AIDS education program with excellent graphics and detail, published by the Enterprise for Education and the Massachusetts Medical Society. Enterprise for Education, 1320-A Third Street, Santa Monica, CA 90401.

Hotlines

The National AIDS Hotline: 1-800-342-AIDS
Spanish language: 1-800-344-SIDA
Hearing impaired: 1-800-AIDS-TTY
National Gay and Lesbian Task Force Crisisline: 1-800-221-7044

RESOURCES

TV/Radio Tips

Special TV Initiative: Prime Time To End Hunger—*Early December; check local listings for shows, dates, times.* Over 32 million Americans live below the poverty line. To increase public awareness of hunger, homelessness, and poverty, prime time shows on all three major networks—including The *Cosby Show, Cheers, Murder She Wrote,* and *thirtysomething*—will broadcast special episodes. At the end of each show the screen will display a "900" number people can use to get involved in a nationwide effort to combat these problems. The Polaroid Education Program has designed a curriculum packet to accompany the initiative. To order a free Prime Time To End Hunger Curriculum packet, contact the Polaroid Education Program, 750 Main St., Cambridge, MA 02139.

Buy Me That—*HBO, premieres Wed., Dec 6, 7:30-8 p.m. ET, repeats six times in December; check local listings.* This 30-minute documentary takes a hard look at children's advertising—how ads are created and how children react to them. A video tape will be available to schools and libraries for nonbroadcast use, and in February 1990 a discussion guide will be available. For more information contact Consumer Reports Television, P.O. Box CS 2010A, Mt. Vernon, NY 10551.

The Family Guide to Quality Children's Television: The 1989 Ollie Awards—*PBS, Sun., Dec. 17, 6:30 p.m. ET; check local listings for exact date, time, and station in your area.* What were the best children's television shows of 1989? This hour-long program, hosted by actor Richard Thomas and produced by Chicago station WTTW, showcases the seven best children's television programs in the United States as selected by the American Children's Television Festival.

Discovery Sunday's New Year's Eve Celebration—*The Discovery Channel, Sun., Dec. 31, 8 p.m. to midnight ET, repeating midnight to 3 a.m. ET.* Ring in the New Year in style as Discovery takes you from Spain to South Korea, Morocco to Japan (photo above right), to experience the color, music, and magic of celebrations around the globe.

All That Glitters (working title)—*ABC Afterschool Special, Thurs., Jan. 25, 4-5 p.m. ET (closed-captioned).* High school economics is boring until the class starts a business, intending the profits to go to a shelter for homeless families. But when ambition and greed strike a few of the students, the well-meaning project goes awry.

The Girl with the Crazy Brother—*CBS Schoolbreak Special, Tues., Jan. 30, 4-5 p.m. ET (closed-captioned).* In this program based on a book by the same title, a young girl struggles with her confusion and fear when her brother is diagnosed as schizophrenic.

Footsteps—*Arts & Entertainment, series premieres Fri., Jan. 5, 8-9 p.m. ET.* Delve deep into humanity's past as A&E uncovers the mysteries of archeology and anthropology in this weekly documentary series.

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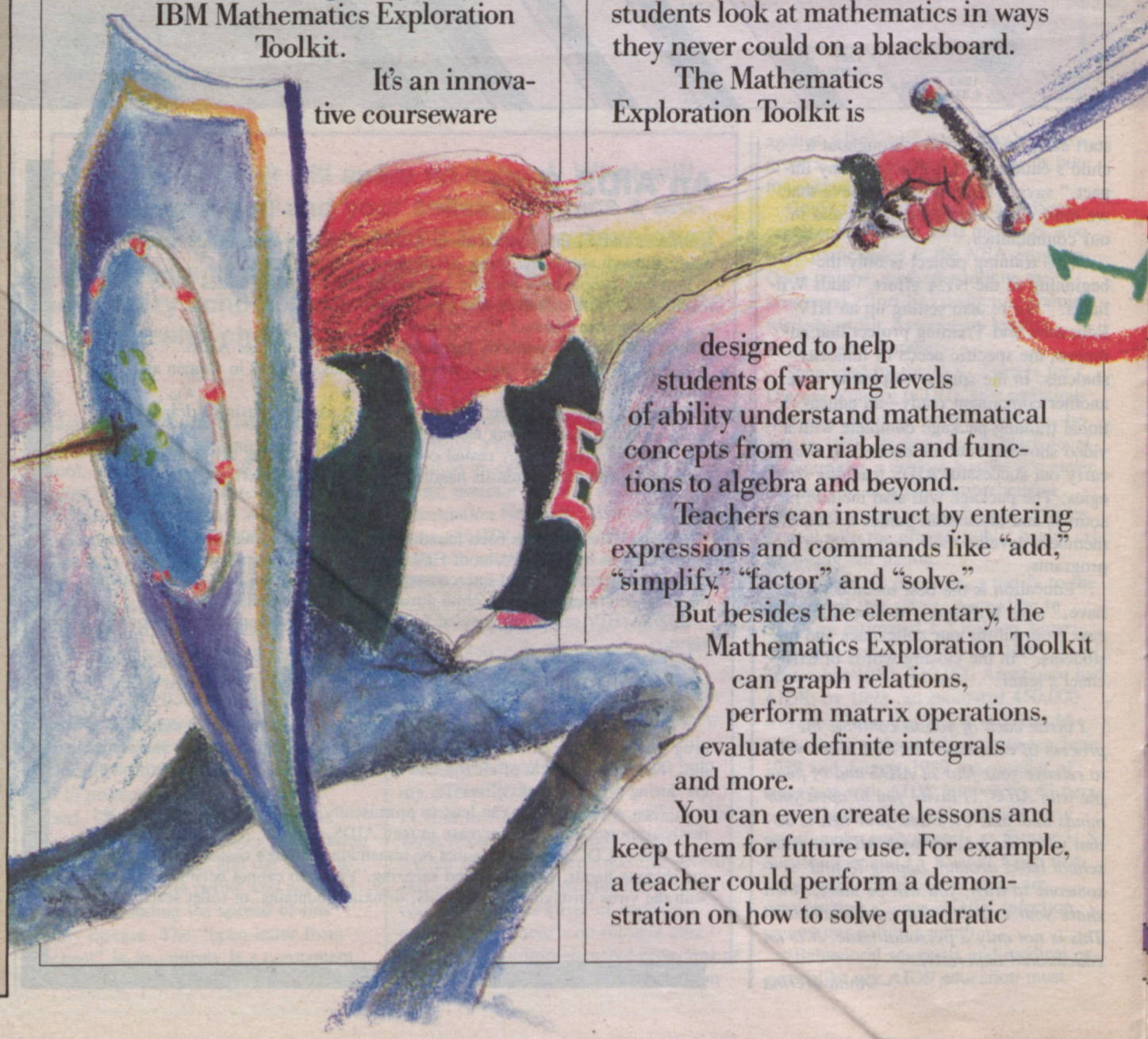
But besides the elementary, the Mathematics Exploration Toolkit can graph relations, perform matrix operations, evaluate definite integrals and more.

You can even create lessons and keep them for future use. For example, a teacher could perform a demonstration on how to solve quadratic



RESOURCES

Free or Inexpensive

STUDENT NUTRITION

Nutrition and Learning. Lynn Parker, the Food Research and Action Center. Includes a Model School Nutrition Policy and summarizes six nutrition resource programs designed to prevent undernourishment among schoolchildren. 44 pp. Stock no. 1472-3-0-D. $6.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

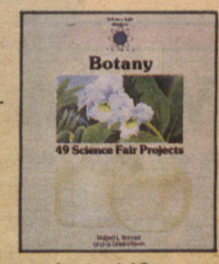
JOURNALISM

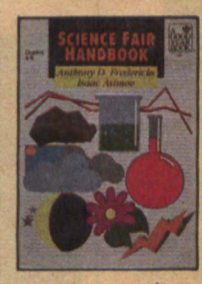
Covering the Global Village: A Handbook for the Student Press. Uses international development issues involving children—e.g., nutrition, hunger, homelessness—to show student journalists how to cover global issues locally in feature stories, profiles, newsbriefs. 29 pp. $10. American Youth Work Center, 1751 N St., N.W., Suite 302, Washington, DC 20036.

SCIENCE

Science Project Data Bases. Michael H. Farmer. An Association member makes available in print or on diskette his own resource files on science projects—including files on research topics (K-12), books, articles, names of suppliers. Print, 61 pp. $7. Appleworks (Version 2.0) diskette (specify 3.5" or 5.25"), $20. Postpaid. Applied Educational Technology, P.O. Box 193, Tigerville, SC 29688.

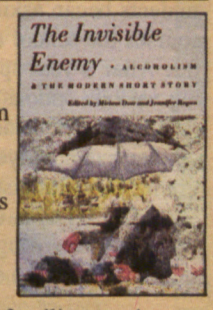
Botany: 49 Science Fair Projects. Robert L. Bonnet and G. Daniel Keen. An Association member from New Jersey and his coauthor describe science projects involving plants (including experiments to determine whether plants do better with human attention). 148 pp. $9.95 plus $1 p&h. No. 3277. TAB Books, Inc., Att.: Leanne Browning, Blue Ridge Summit, PA 17294-0850.





The Complete Science Fair Handbook, Grades 4-8. Anthony D. Fredericks and Isaac Asimov. A science educator and the famous science fiction writer team up to suggest science fair projects that emphasize the *process* of science. 82 pp. (reproducible). $8.95 plus $1 p&h from Good Year Books, Scott, Foresman and Co., Dept. NEAT, 1900 East Lake Ave., Glenview, IL 60025.

LITERATURE/DRUG ABUSE



The Invisible Enemy: Alcoholism and the Modern Short Story. Miriam Dow and Jennifer Regan, editors. Gathers short stories that show the emotional effects of alcoholism on alcoholics and their families—written by modern masters ranging from Arna Bontemps to John Cheever to Raymond Carver and Joyce Carol Oates. $9.50 from booksellers or from Graywolf Press (add $1.50 p&h), P.O. Box 75006, St. Paul, MN 55175.

PHYSICAL EDUCATION

Children's Running: A Guide for Parents and Kids. Don Kardong and Jim Ferstle. A couple of sportswriters who cover running—one an Olympic marathoner—tell how kids can get involved in noncompetitive running. 20 pp. $1.50. Road Runners Club of America, 629 S. Washington St., Alexandria, VA 22314.

This month's main selection of the NEA Professional Library Book Club (230 Livingston St., Northvale, NJ 07647) is Lynn Minderman's Loving Literature: Good Books for Young Readers.

equations, store it and then call upon it when needed.

Teachers can use the Mathematics Exploration Toolkit like an "electronic blackboard." Vivid graphics

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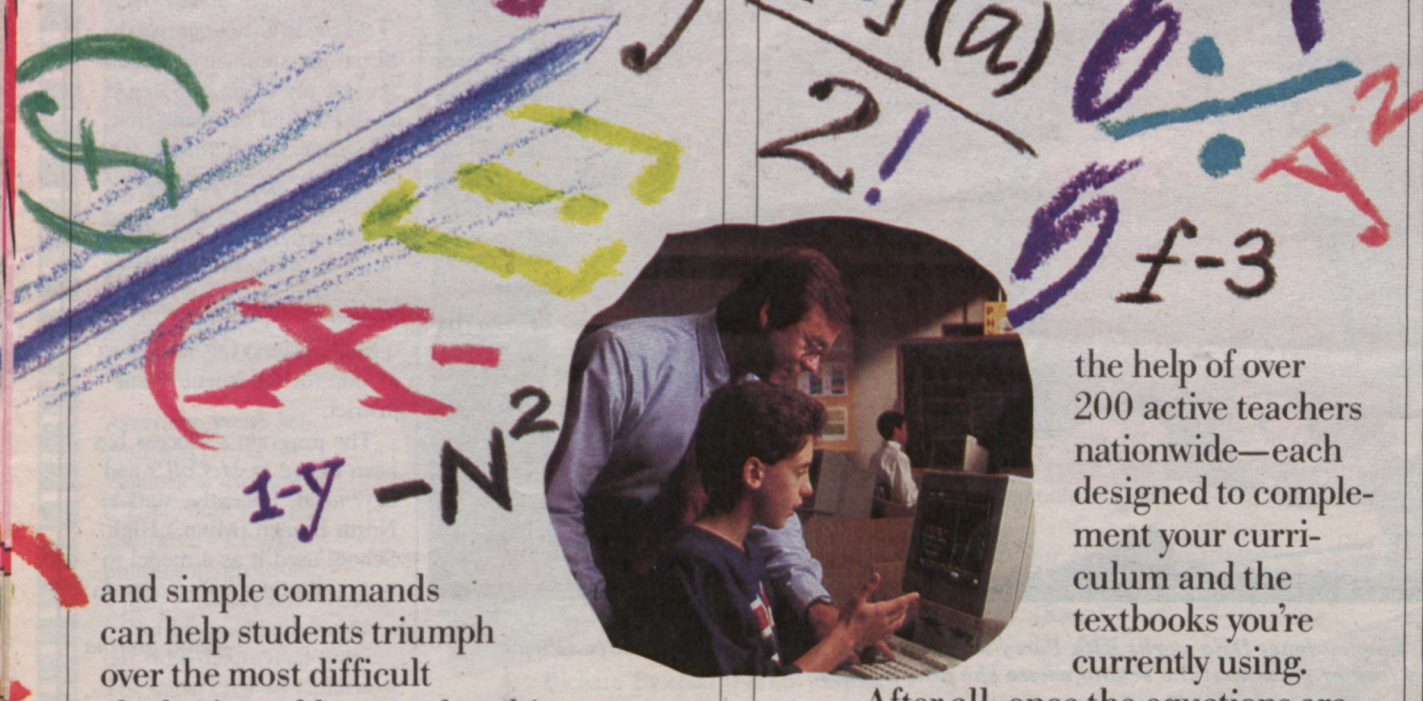

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Innovation

How NEA members are changing the way schools work.

In Virginia

Where Change Is Welcomed

Whenever Virginian Janet Dale hears of the "new" trend toward year-round schools, she just smiles. The idea might be new to some districts, but to staff at Parry McCluer High School in Buena Vista, near Lynchburg, a year-round school schedule is old hat.

Dale was a student at Parry McCluer in 1973, when it became one of the first schools to break with the traditional nine-month school year.

"I was a junior," recalls Dale, "and I remember wanting to take government from this terrific teacher that summer. At the same time I wanted to free up a period for study hall the following year, because I was going to have all these college prep courses. Having the summer session helped me do both."

The program started after students began asking for courses the school didn't offer. After a year spent exploring various options, the faculty recommended a four-quarter extended-year program. The administration agreed to set up a free, optional summer program that offered not only a selection of additional academic courses, but summer recreational courses such as bicycling, hiking, and swimming. The school also provided free transportation.

The new system was a big hit. The schedule gave students more time and more options, providing elective courses that wouldn't have been available otherwise. Students took advantage of the flexibility to spread their academic workload more evenly throughout the year and the school day. That pattern continues today.

During the three 12-week quarters of the compulsory school year, the school day is made up of six 55-minute periods. The summer session, also 12 weeks, offers four 60-minute periods a day, and the day ends at 12:15 p.m.

The year-round system has become a community institution. More than 50 percent of Parry McCluer students attend the summer sessions, and students from surrounding counties pay tuition to attend summer classes.

Recently the school added college-credit courses in math, science, sociology, and psychology by arrangement with neighboring Lancaster Community College. Students who take regular courses during the summer sessions can get the college-level courses—taught by Parry McCluer faculty—during the regular school year.

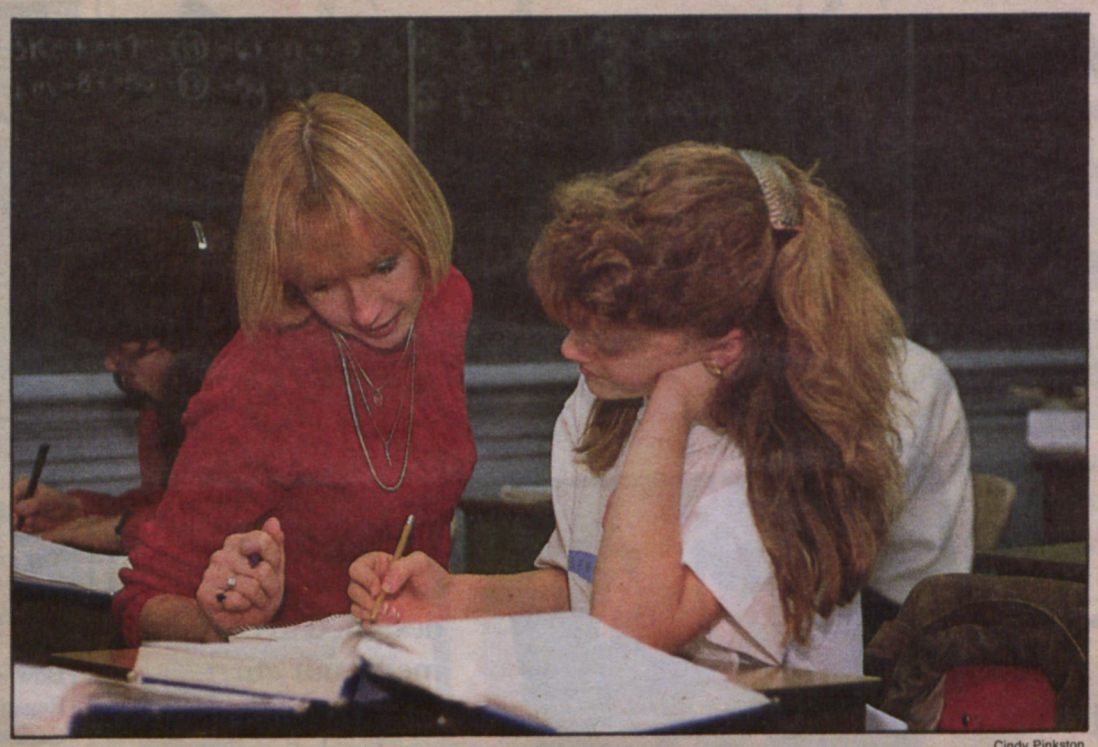
"The impact on the students and the community has been terrific," says Dale, now in her seventh year (including summers) teaching algebra to ninth and eleventh graders. "For the first time, many families are seeing children go on beyond high school.

"As for me," adds Dale, "I've found that I can work during the summer and still have plenty of time to enjoy myself." And compensation: the teachers who volunteer to teach summers receive extra pay.

The investment of local funds in Parry McCluer's extended-year program (state funds pay for summer remedial classes) has also been a boon for the Buena Vista district.

The program's success has been touted in *McCall's* and *Seventeen*. Recently, staff at North Branch (Minn.) High School used it as a model in setting up their own program.

—Anita Merina



Cindy Pinkston

Algebra teacher Janet Dale works with Parry McCluer High School student Renee Gibson. Dale is a former student at the school where she now teaches.

In South Carolina

Where Old Is In—Again

Cure high blood pressure by putting Spanish moss in your shoe. To get rid of an earache, just squeeze the juice of an onion into your ear.

These fanciful healings are among the remedies, recipes, and remembrances that Project REACH students at Beck Middle School in Georgetown bring to the classroom. Once there, whatever the prescriptions do for the health, they work wonders for writing skills.

"Project REACH (Rural Education for Collaborative Humanities) started as a way to motivate students who were in danger of dropping out. Then we realized that all students could develop their writing skills through recounting personal remembrances of their families and communities," notes eighth grade teacher and Georgetown County Education Association member Patricia Bradley.

To balance what Beck teachers consider their state's overreliance on standardized tests, teachers maintain a portfolio of student writings and evaluations of class discussions and presentations.

"We're convinced that the one-shot, make-or-break pencil-and-paper test is a superficial way to assess students' achievement," says Bradley. "We keep annual records of students' writings and classroom contributions—that's where we look to see how a student's work is developing."

Beck is one of 22 rural schools taking part in REACH, which also involves higher education institutions, the South Carolina Committee for the Humanities, and CHART, a national network of arts and humanities projects.

Each REACH site is paired with a higher education institution, so students even in tiny coastal pocket communities can apply principles of academic research to their studies of literary and folklore traditions.

Bradley says the emphasis on family research lets students write about something they know well while capturing the essence of rural culture for use in a calendar they publish annually.

"We begin by publishing a volume of *Remedies, Recipes, and Remembrances* prepared by all school employees, from teachers to cafeteria workers. Students see what these adults have done, then bring in funny stories or poignant remembrances for their own calendar," she says.

Beck students learn how their rural culture offers traditions that can be preserved through language arts skills from poetry to videotaping. Meeting local authors of books with rural themes helps them recognize what it takes to master the research and publication process.

For the third year, the REACH sites are getting funding from the Rockefeller Foundation. The amount given each site falls between $1,500 and $7,000, depending on the scope of the project.

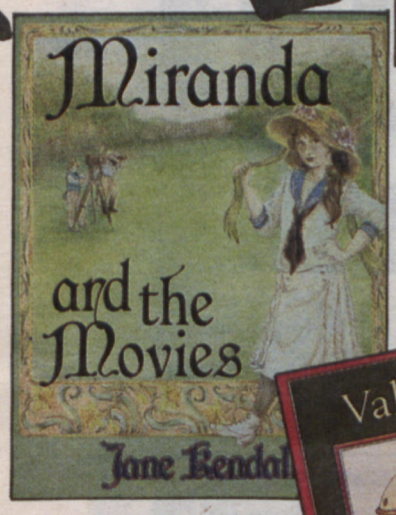
—Vicky Lytle

BOOK BEAT

HISTORY LIVES

IN CHILDREN'S BOOKS

Can't get your students to believe there was life before Walkman? Let children's books transport them into the past, when people looked, sounded, were different than now.



American youth seldom win points for "historical awareness." ("Lost, both in space and time," Rutgers philosophy professor Bruce Wilshire calls them.)

But help is available for our time-disoriented kids. The latest crop of children's and young adult trade books—both fiction and nonfiction—includes books that offer a firm sense of historical place. Not necessarily history books or historical novels, these books convey—through text and, often spectacularly, illustrations—just how different things used to be.

Here are some of this year's crop.

Ragtime Tumpie, a picture book by Alan Schroeder (Little Brown, $14.95), is set in St. Louis in the summer of 1915. Illustrator Bernie Fuchs's sepia-toned pictures track a little girl through a lively downtown Black community. This is Tumpie—about to become the great singer and dancer Josephine Baker.

But *Ragtime Tumpie* isn't just a biographical episode. Fuchs's scenes—of Tumpie gathering fallen vegetables and coal, say, or of her daddy playing the drums—let modern children feel the texture of life as it was lived by poor Blacks in another time.

Another picture book set early in this century is *Oh, Brother* by Arthur Yorinks, with illustrations by

Richard Egielski (Farrar, Straus, and Giroux, $15.95). This preposterous story about a pair of fighting brothers is more historical joke than history, and what today's children will savor in *Oh, Brother* will be the sheer awfulness of the two boys. Subliminally, though, they'll be picking up that boys wore knickers, ladies wore capes, ships had tall smoke stacks, and horses pulled hearses at about the same long-ago time.

For older kids, words alone can show the difference between then and now. In *Voices After Midnight* (Delacorte, 181 pp. $14.95), young-adult novelist Richard Peck sends contemporary California teenagers back in time to the Blizzard of 1888 in New York City. Peck has a wonderful time with anachronism, devising dialogue for a typical 1988 teen who goes to a ball in an 1888 Fifth Avenue mansion. When Valley Girl goes Victorian, her lines come out like this:

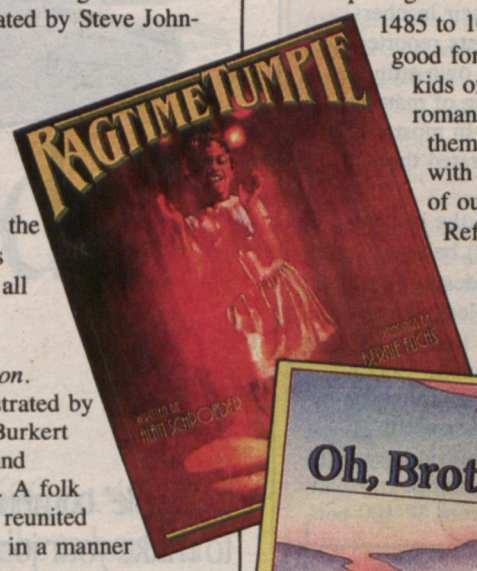
"Oh, Tyler, I declare you have, like, danced me off my feet.... Give me a break—I mean, I must withdraw and catch my breath."

Hey, is that historical awareness or what?

More Historical Picture Books

Jump On Over! The Adventures of Brer Rabbit and His Family. Joel Chandler Harris. Adapted by Van Dyke Parks. Illustrated by Barry Moser. (Harcourt, $15.95). Uncle Remus stories without Uncle Remus: the characters are rabbits, foxes, bears, etc., dressed in early 20th-century farmwear by superb watercolorist Barry Moser.

No Star Nights. Anna Egan Smucker. Illustrated by Steve Johnson. (Knopf, $12.95). In a West Virginia steel town in the 1950s, fathers wore hats, nuns wore starch, and the glowing furnaces kept the sky red all night.



Valentine & Orson. Written and illustrated by Nancy Ekholm Burkert (Farrar, Straus and Giroux, $16.95). A folk tale retold about reunited twins, illustrated in a manner most medieval.

More Historical Young Adult Books

Flight of Angels. Geoffrey Trease. (Lerner Publications, 115 pp., $9.95). A British school history class looks into a mystery in a medieval cave under the modern city of Nottingham.

Miranda and the Movies. Written and illustrated by Jane Kendall. (Crown, 208 pp., $14.95). In 1914, a respectable girl would be told to keep away from a movie company shooting in her neighborhood: this one didn't.

Robin Hood. Retold by Sarah Hayes. Pen-and-ink drawings by Patrick Benson. (Henry Holt, 76 pp., $12.95). Speaking of Nottingham, the rule of law was always in trouble when King Richard was out of the country.

The Mantlemass Chronicles. Barbara Willard. (Dell Laurel-Leaf paperbacks, $3.25 each). The seven novels in this paperback series, whose opening dates range from 1485 to 1642, are good for weaning kids off "Regency" romances and bringing them face-to-face with formative issues of our time like the Reformation.

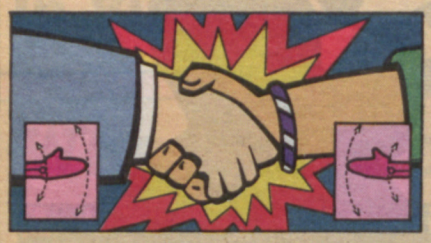
—Nancy R. Needham

RESEARCH CLUES

Let's Make a Deal

By Robert McNergney and Martin Haberman

Do you have students who are short on initiative and long on inattention? John R. Baird and fellow researchers at Australia's Monash



University may have at least a partial solution: strike a bargain with students to engage their participation.

Baird and his colleagues helped 12 teachers and 316 students in 14 science classes, grades 8-11, to forge a set of accords for classroom behavior.

Students wanted from teachers:

- ► clarity in instruction and direction
- ► variety in assignments
- ► guidance and monitoring of classwork (including greater control of behavior)
- ► collaboration between teacher and students.

Teachers wanted from students:

- ► independence and initiative
- ► attentiveness to the work
- ► accountability for work done
- ► courteous attitudes.

Teachers and students monitored themselves and each other formally every week, and Baird's group observed in classrooms. Depending on the group, agreements lasted up to 14 weeks.

While there was considerable variation in students' perceptions from class to class, overall they were favorably impressed with their teachers. Most important, students reported improvements in their own attitudes and their understanding of material following the project. In most cases their teachers corroborated these perceptions.

Some 86 percent of the students (range 57-100 percent) believed teachers were changing in desirable ways. Of those who acknowledged teacher change, slightly more than half (approximately 55 percent; ranging from 21-100 percent) said their enjoyment of lessons had increased.

Of the students who said they themselves were trying to change (median 80 percent; ranging from 47-100 percent) many believed they were working harder (median 54 percent; ranging from 22-83 percent) and, most important, understanding more (median 58 percent; ranging from 27-91 percent).

Not surprisingly, the agreements produced some "rather unsettling" insights for teachers. Many students, for example, had little idea why the class was dealing with a particular topic. Some also expressed low opinions of the success, clarity, and enjoyability of a lesson.

All teachers said they valued the experience for what it had done to deepen their reflections about teaching.

Baird and his team have drawn attention to a universal truth in teaching: we can learn much by listening to our students.

Robert McNergney is a professor of educational studies and director of the Commonwealth Center for the Education of Teachers, University of Virginia and James Madison University, Charlottesville, VA 22903. Martin Haberman is a professor at the School of Education, University of Wisconsin-Milwaukee, Milwaukee, WI 53201. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

This research is based on "A Study of the Importance of Reflection for Improving Science Teaching and Learning" (unpublished, 1989) by J. R. Baird and others, and J. R. Baird and I. J. Mitchell (eds.), *Improving the Quality of Teaching and Learning: An Australian Case Study—the PEEL Project*. Melbourne: Monash University, 1987. For more information contact John R. Baird, Faculty of Education, Monash University, Victoria, Australia 3168.

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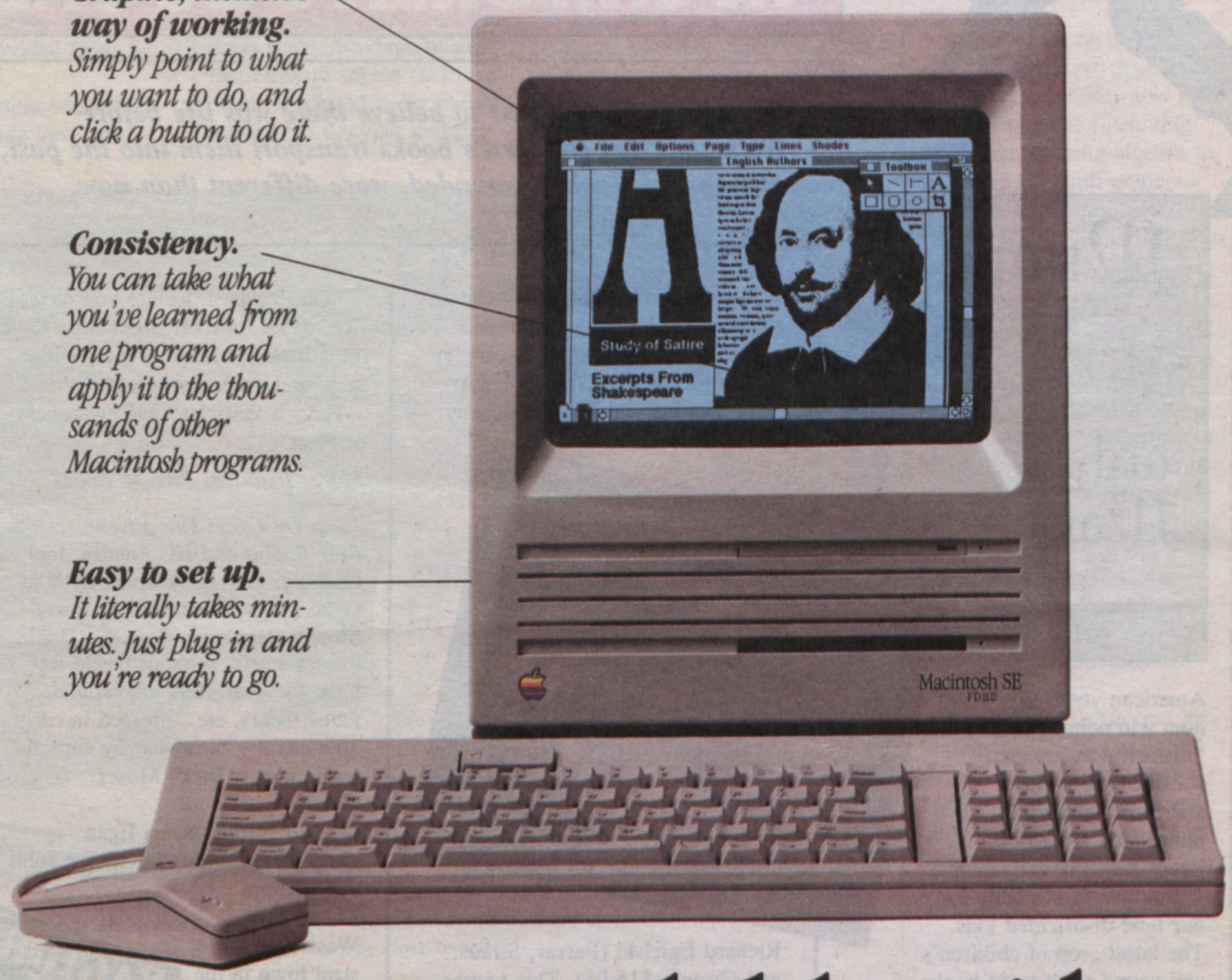

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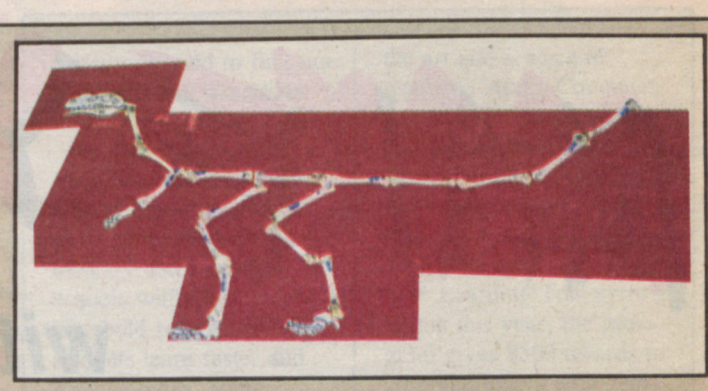
IDEA EXCHANGE

Dinosaur Digs and Academic Gains

For the primary-grade students of Debra Gordon—teacher of the severely learning disabled—and Lynn Potter—speech and language therapist—of Grove Park Elementary School in Lake Park, Fla., a "dinosaur dig" can mean fun, a science lesson, and stronger skills.

Gordon and Potter bury a box of dirt and chicken bones labeled "Dinosaur Bones Inside! Do Not Throw Away!" Students dig up the "dinosaur" and—just as in an archaeological dig—use sieve, brush, and trowel to uncover the bones. They brush off each bone, record its number and initials, and carefully place it in a plastic bag. Finally, they reconstruct the "dinosaur."

Later, each student contributes one sentence to a chart Gordon and Potter make up listing the sequence of events during the dig. From this chart, teacher and therapist compose a "word bank" and several student worksheets, all designed to strengthen the kids' reading and writing.



The Tales of the Tape

Joyce Dantzler's first graders in Fairfax County, Va., use tape recorders to improve their academic skills. (Anyone who doesn't have a tape recorder at home can borrow one from Dantzler.)

In her monthly newsletter, the Weyanoke School teacher asks parents to tape-record simple arithmetic problems. Students can listen, then give their solutions right on the tape. If parents check the answers right away, the kids get immediate feedback.

Dantzler also tapes her class presentations of new concepts. Youngsters who are having trouble with a concept can take the tape home. She does the same with new science and social studies vocabulary words.

Finally, to help students develop their writing ideas, Dantzler suggests that they tell their stories on tape. Once the youngsters have expressed their ideas aloud, she says, they have an easier time writing them down.

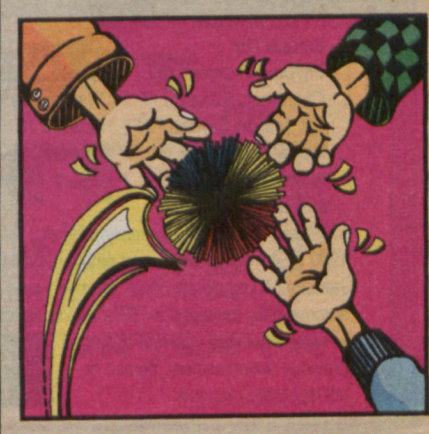
Gaining Self-Esteem

To keep her 12th graders on their toes, raise their self-esteem, and get them actively involved in the lesson of the hour, Alexandria, Va., English teacher Cindi Pennell sometimes tosses them a Koosh™ ball (it's like a small rubber pom-pom). The student catching the ball must give a required response—for example, use a vocabulary word in a sentence or act out its meaning—and toss the ball to someone else.

Games like these relax students, Pennell explains. "For a lot of kids, school isn't a fun thing," says the T. C. Williams High School teacher. "They have to constantly put themselves on the line for acceptance or rejection."

Pennell also has a device for raising student self-esteem when she grades papers: she writes *A*'s and *B*'s large, *F*'s very small.

"It's not the grade that shapes self-esteem," she says. "It's the way the student feels about that grade."



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THE BUCK STARTS HERE

This country's 27,000 foundations spend more than $6 billion every year. One of them—NEA's own National Foundation for the Improvement of Education (NFIE)—aims to put more dollars into the hands of educators.

No public TV. No Head Start. Our lives would differ in some surprising ways without the work of foundation decision makers who've seen the value in projects no one else would touch.

When the federal government refused to fund public television, for instance, grants from Carnegie and Ford put it on the air.

And while a tradition of giving has evolved from the giants of capitalism—the Rockefellers, Carnegies, and Fords—some of those changes were sparked by small foundations with operating budgets of maybe a million a year. Head Start, now a proven success at getting preschoolers off on the right foot, was started by a small Texas foundation.

What's important about a foundation isn't its size. Says Paul Ylvisaker, senior consultant for educational programs with the Council on Foundations, "Foundations have the capacity to give hope."

Hope is certainly the watchword for the National Foundation for the Improvement of Education (NFIE). Created by NEA in 1969 to seek ways of improving education, NFIE in 1985 became a grant-giving foundation—but with a difference.

"What separates NFIE from other education funders is that the others are concerned mainly with funding research or policy that deals with whole institutions or school systems," says NFIE Executive Director Donna Rhodes. "Rarely do funds go to individual teachers or to educators who support the teaching/learning process, as NFIE's funds do."

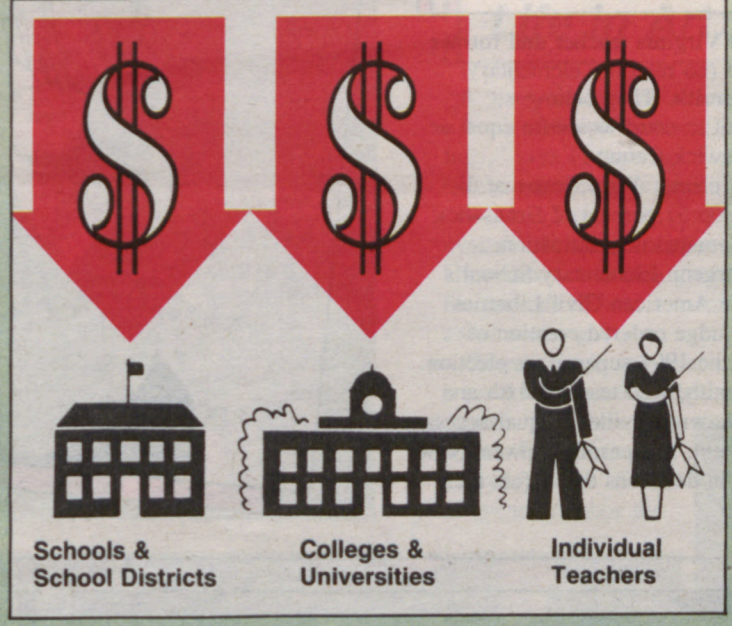
But to have a serious effect on teaching/learning conditions, NFIE needed to build an endowment. It got a good start in that direction when delegates to the 1987 NEA Representative Assembly voted to turn over $1 per member for five years to endow a permanent fund.

Since then, it's reached out to corporate sponsors like Time, Inc. Foundation, Maryland National Bank, United Resources, Pacific Telesis, and Horace Mann Insurance Companies. The goal: a permanent endowment that can produce close to $1 million a year in interest that can be given out as grants to teachers. In fact, NFIE's endowment is expected to reach $13 or $14 million by 1993-94.

As NFIE adds a teacher-driven agenda to education philanthropy, it joins a group of foundations already doing important work. Education foundations provide a mix of funding sources that—unlike the federal government—can operate with as much flexibility and imagination as their board of directors and charters allow. Notes James Josephs, president of the Council on Foundations, "Government is consensus-driven, while philanthropy is often compassion-driven, taking risks government or the public may not want to take."

In 1987, educational projects received $350 million from independent foundations, $610 million from corporate foundations, and $21 million from community foundations.

Where do the funds go? Some samples:



► In 1988, the Carnegie Corporation trustees approved 253 grants and appropriations—79 of them for schools, colleges, and universities—totalling over $40 million. Typical grant winners are working to reduce the dropout and adolescent pregnancy rates and to find out what makes a successful literacy program.

► The RJR Nabisco Foundation is establishing a $30 million challenge grant program for elementary and secondary schools willing to undertake bold reforms to help students learn faster and achieve more. Such projects might involve school-based autonomy and control, alternative schools, innovative technology, and innovative schedules, locales, and types of schooling.

► The Ford Foundation has awarded the University of Pittsburgh $10 million to develop a math curriculum that will help students in grades four through eight improve higher order reasoning and problem-solving skills.

NFIE Makes a Difference

Few national foundations work solely to improve education and teacher leadership. In aiming at direct empowerment through grant giving, NFIE stands alone. Some of its programs:

► Dropout Prevention. Since the program's inception in 1986, NFIE has awarded over $1 million in grants to 47 projects serving 7,300 students and involving 1,100 teachers. In addition to teacher money, support for these projects has come from the Sears-Roebuck Foundation, Bristol Myers, ARCO, and the Prudential Foundation.

► Christa McAuliffe Institute. Founded in 1987, the Institute each year involves a group of exceptional teachers in exploring some aspect of the art and science of teaching. Apple Computer and GTE have supported the Christa McAuliffe Educators through their 12-day summer conference with funds and in-kind contributions.

► Learning Tomorrow. Begun this year, the program gives $500 awards to 20 practitioners who demonstrate innovative uses of high technology in the curriculum. The Hitachi Foundation has supported the first two stages of this five-part program.

► Hilda Maehling Fellowships. This program, founded in 1959, has awarded some $4,000 in grants in the past two years. Maehling grants advance professional Association work, improve professional development, and develop professional tools and techniques.

► Carr Grants. Founded in 1967, the program provides grants of up to $2,500 per year to members of the NEA or the World Confederation of Organizations of the Teaching Profession (WCOTP) to promote global education.

To request a copy of the Foundation's guidelines for submitting grant proposals, write NFIE, 1201 16th St., N.W., Washington, DC 20036, or call (202)822-7840.

Other sources are:

The Foundation Center (79 Fifth Avenue, New York, NY 10003, 1-212-620-4230 or 1-800-424-9836) provides a nationwide network of library reference collections through which grantseekers can spot foundation programs.

The Public Education Fund Network (600 Grant Street, Suite 4444, Pittsburgh, PA 15219, 1-412-391-3235) provides information on setting up a local education foundation.

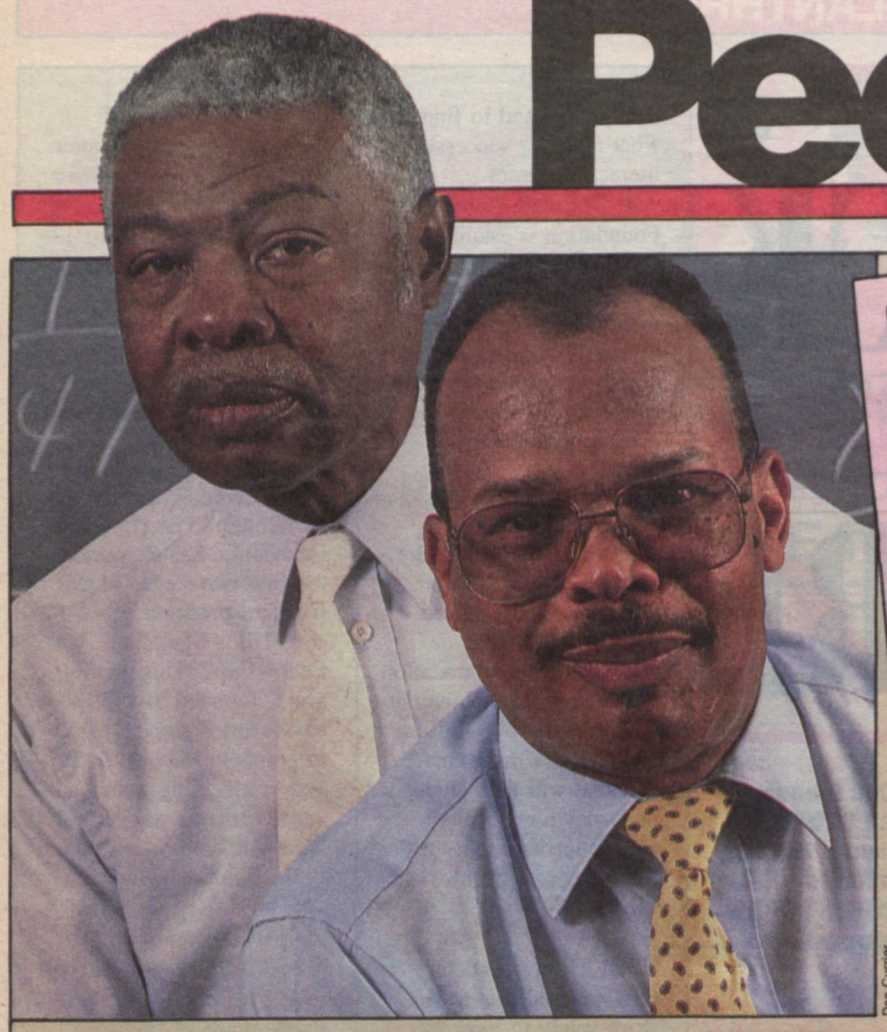
Independent and Community Foundation Grants to Education, 1987
(in thousands of dollars)

	Community Foundations		Independent Foundations	
General	$ 1,714	1.1%	$ 16,011	0.8%
Adult & Continuing	518	0.3	19,002	0.9
Elementary & Secondary	8,881	5.7	61,945	3.0
Higher (General)	10,113	6.5	257,385	12.3
Vocational	399	0.3	4,002	0.2
Total Education	$21,625	13.8%	$358,345	17.1%

Corporate Foundation Grants to Education
(in thousands of dollars)

	1987		1978	
Higher Education	$290,873	17.5%	$143,485	20.7%
Precollege Education	25,232	1.5	5,209	0.8
Scholarships and Fellowships	39,934	2.4	20,353	2.9
Education-Related Organizations	33,779	2.0	23,075	3.3
Matching Gifts for Education	108,257	6.5	27,081	3.9
Other	64,951	3.9	17,649	2.5
Subcategories Unspecified	47,121	2.8	19,408	2.8
Total Education	$610,147	36.8%	$256,260	37.0%

People


Dan Currier

Winning One for Equality

Equal access is more than just a phrase to retired Virginia teacher and former Association member **James Smith, Jr.** (left), and (no relation) elementary school teacher and Association member **George Smith**. They believe so strongly in this principle that in 1988 the two went to court to secure equal access for Black voters in southern Virginia's Brunswick County.

What stirred the Smiths' sense of outrage were electoral practices that diluted the voting strength of the Blacks who make up 57 percent of Brunswick County's population. Lack of electoral clout perpetuated discrimination.

Along with Charles White, president of the Sturgeon Elementary School's PTA, the Smiths were represented in a suit by the American Civil Liberties Union. The result: in September 1989, a federal judge ordered creation of three Black-majority election districts in time for the 1991 supervisors election.

"This is an important victory," says George Smith, who teaches sixth and seventh grade at Red Oak Elementary School in Lawrenceville. "Equal access to the political system affects education, employment, and earning power. Now all Brunswick County residents can have a voice in decisions that affect their lives."

Champion for Homeless Teens

San Diego's young and homeless have an advocate and friend in school computer clerk **Salli Stiner.** On their behalf, Stiner, a member of the San Diego Classified Employees Association, has raised more than $90,000 through auctions of autographed T-shirts and other celebrity mementos.

The money from the auctions—and much of Stiner's free time as well—goes to the Storefront, an emergency center offering homeless kids food, shelter, clothing, medical attention, job training and placement, and a chance to be trained for independent living.

The city has some 4,000 homeless teens, 500 of whom are on the streets on any given night. "These kids lead dangerous lives," says Stiner. "They're often sexually exploited, and AIDS is becoming a big problem."

Stiner's community recognizes her exceptional dedication. Two years ago she was named San Diego's United Way Volunteer of the Year and received the city's youth and community award. This year she was honored by a local TV station.

Stiner's fourth annual auction will take place next May—and already she's collected signed shirts from Gregory Peck and Jane Fonda. Last year's effort netted $47,000.

Bob Riha, Jr.

Haley/SIPA

Teacher Witness In Beijing

Last May 21, **Jan Rushton** (inset) flew into Beijing—and into history in the making.

"At the airport, we learned Beijing was under martial law," recalls the Plainfield (Conn.) third-grade teacher. "The people had shut down the transportation system to keep the troops out of the city. Our bus was the only moving vehicle in sight."

The U.S. Embassy assured the college-organized group it was safe to go out during the day. Rushton and nine others walked into Tiananmen Square—and a crowd of some 200,000.

"There we were, a small group of Americans, thrust into the midst of a great movement," Rushton says. "The crowd parted to let us through, and when we reached the museum steps, thousands of people sat down so we could be seen."

A Writer Teaching Writing

Having three novels under your belt can make a difference in the way you teach.

"When I returned to teaching writing this fall, I discovered I knew a lot of things I didn't know before," says **Will Hobbs**, English teacher at Durango (Colo.) High School. What made the difference: the six years Hobbs spent writing novels (three of them) and teaching reading part-time.

"I know more about using imagery, for instance," Hobbs explains, "about conveying a sense of sight and sound, with specificity, in writing.

"Now when my students read about the 'beads of sap' that form when a fruit tree is chainsawed—something that happens in my new book, *Bearstone*—they spot the image."

Hobbs's first two novels, published by Atheneum, are *Changes in Latitudes* (1988), about a tragedy involving an American family vacationing in Mexico, and *Bearstone* (1989), about a Ute Indian boy who spends a summer with an elderly Anglo widower and learns something about living "in a good way." His third novel, still in process, is about a 16-year-old girl and is set in the Grand Canyon. *Changes in Latitudes* has been translated into Danish and Dutch; a British edition has been published, too.

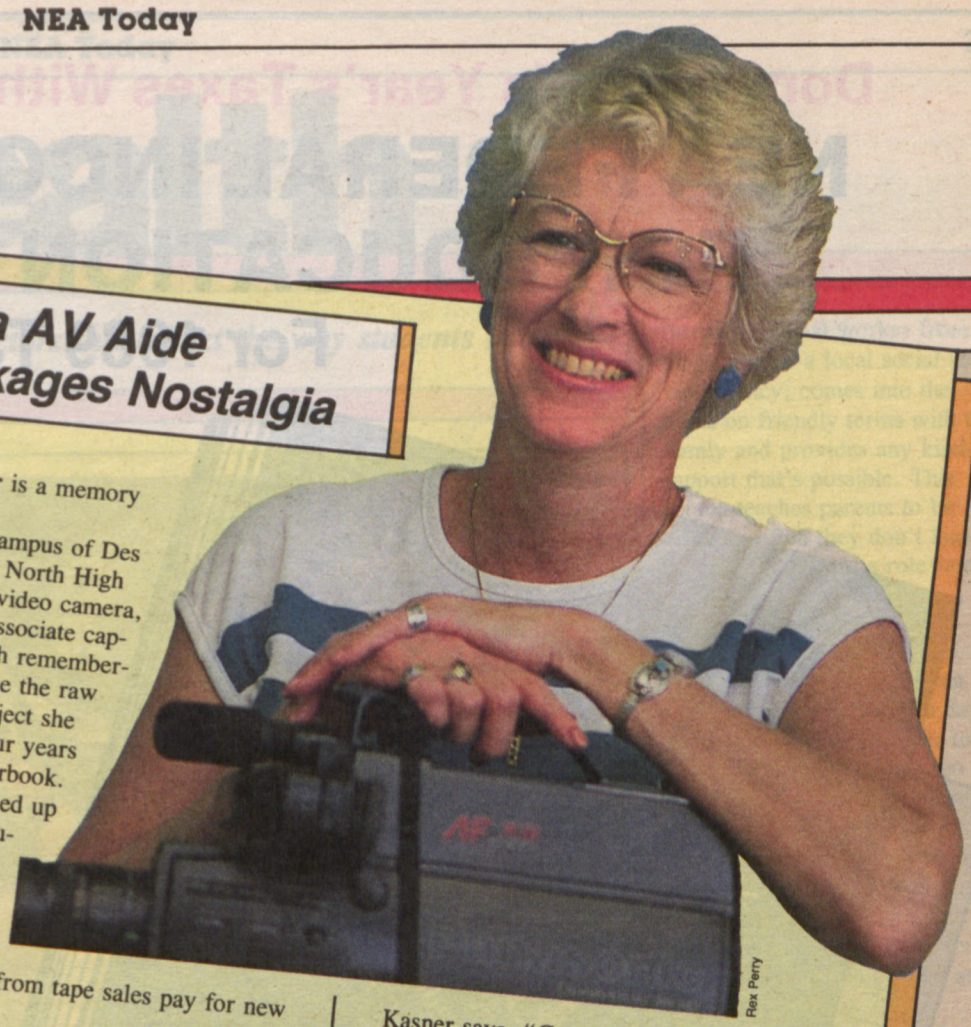
Joanne Kolonick

Iowa AV Aide Packages Nostalgia

Durene Kasner is a memory collector.

Stalking the campus of Des Moines, Iowa's, North High School with her video camera, the audiovisual associate captures events worth remembering. These become the raw materials of a project she initiated nearly four years ago: the video yearbook.

Each spring, holed up in her makeshift studio, Kasner creates a 160-minute tape for seniors and a 120-minute tape for all students. Profits from tape sales pay for new video equipment.



Rex Perry

Kasner says, "Consider it my contribution to a school fundraiser."

Life in Art, Art in Life

"A few years ago someone gave me a book of Ralph Fasanella's paintings," says Ponaganset, R.I., art teacher **Barbara Wigren** (inset). "So when I heard Fasanella was available to speak to students, I knew this would be a great chance for the kids to hear someone talk about creating."

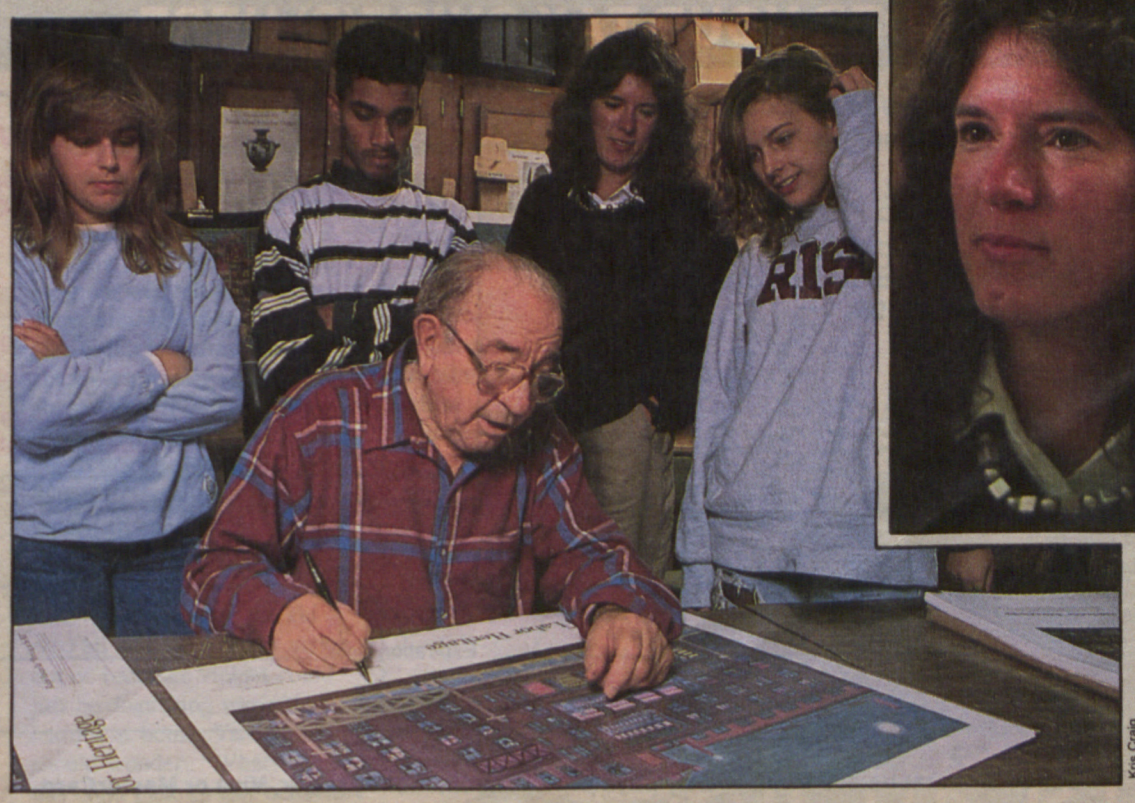
Wigren made sure that some 50 art and humanities students got that chance. Fasanella, known for paintings of everyday work life and of events in labor history, visited Ponaganset High School to talk about painting, answer questions, and sign prints of his painting "Working the Night Shift."

"He wasn't really talking about painting," Wigren notes, "but about life—about the need to know yourself, about the pattern of life and the need for rules and structure.

"Fasanella advised the students to see everything and remember it," notes Wigren, "and to use sketchbooks, which my students do. He emphasized that art is part of life just as life is part of art. When he paints a ball game, he says, he wants viewers to feel they're right there, smelling the popcorn, hearing the crowd.

"Before, the kids might have just glanced at his paintings in a museum," adds Wigren. "But he told them all about many of the people he painted, and now they keep coming back to look at them."

Kris Craig



Kris Craig

The Chinese students called on the Americans to speak. When one translated a teacher's brief message—"We are from the United States.... We support your cause, and the cause of freedom"—the thousands rose, applauding wildly.

"The day after we arrived home," Rushton notes, "the Army entered Tiananmen Square and massacred thousands of those who'd welcomed us so warmly."

Rushton is sharing her knowledge and continuing concern about China with others, including her class at Plainfield Grammar School.

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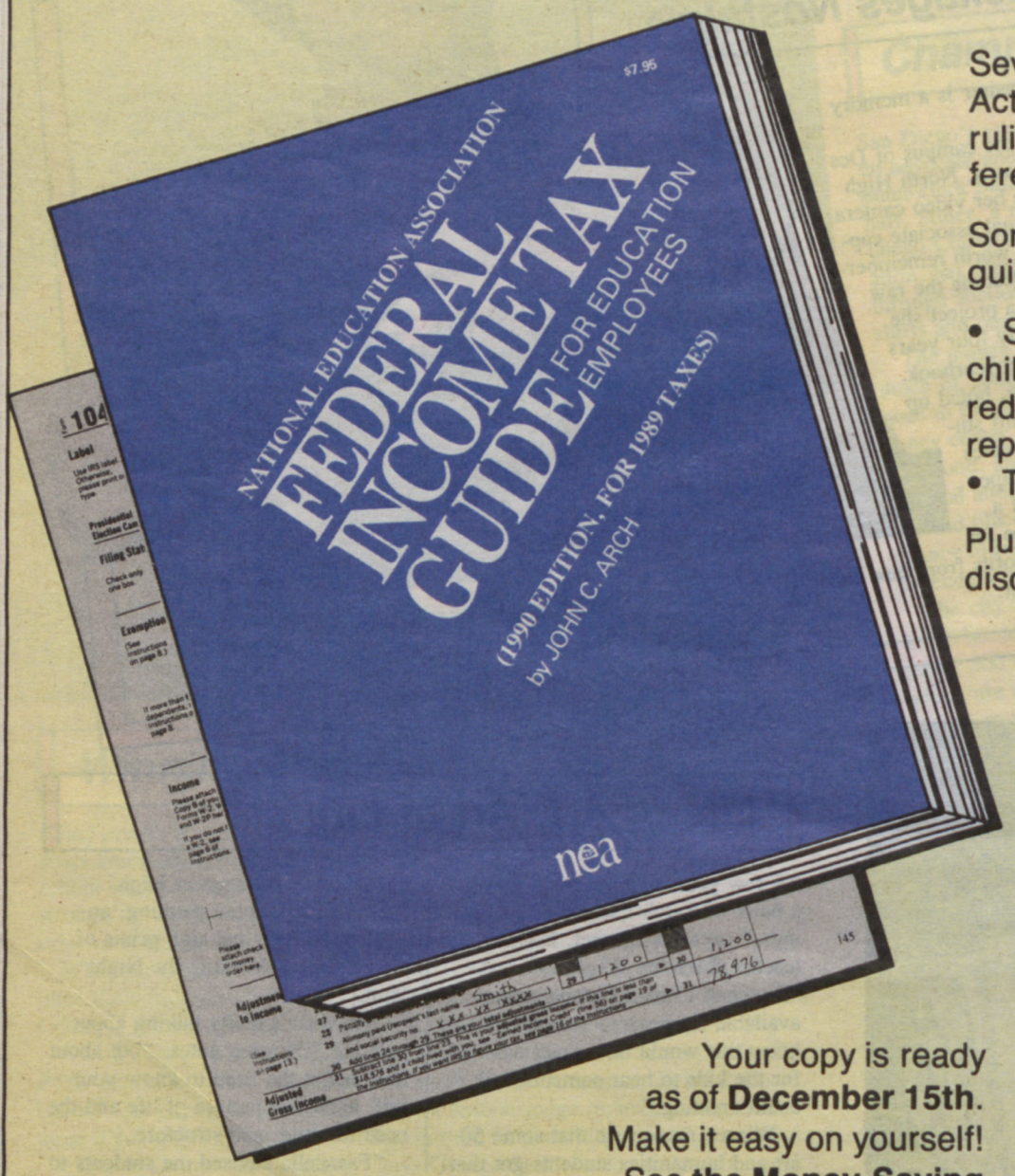
For 1989 Taxes



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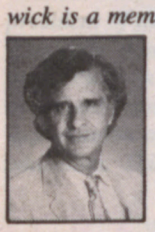
Health

Information about health factors that affect the way students learn.

PROTECTING ABUSED KIDS

David Chadwick, M.D., is an expert on the subject of child abuse. He is the director of the Center for Child Protection at San Diego Children's Hospital and Health Center. Dr. Chadwick is a member both of the California Medical Association's Committee on Child Abuse and of the American Academy of Pediatrics' Provisional Committee on Child Abuse and Neglect.



Q. Is child abuse still a problem in this country?
A. Emphatically, yes. We have succeeded in making the problem visible but not in reducing it. It remains a pervasive, debilitating societal problem that affects many, many children and adults.

Q. How common is child abuse?
A. A conservative estimate is that at least 30 percent of our population will be abused at some time during childhood. Every year two or three percent of all U.S. children are reported as having been abused or neglected.

Q. What are the various forms of abuse?
A. The usual classifications are neglect, physical abuse (causing physical injury), sexual abuse, and emotional abuse.

Q. Does abuse "run" in families?
A. Persons who have abused their children very often say they themselves were abused as children.

Q. Who abuses children? Is there a specific "abusing" personality?
A. That depends on the type of abuse. Generally, people who have already abused children are quite likely to do it again. The trick is finding out who has that kind of history.

Potential child abusers don't have any obvious physical or mental features that make them stand out in a crowd. When there's no available record of abuse, you need to know a lot of personal things about someone to recognize that potential.

Q. How can child abuse be detected? What kind of physical symptoms or injuries are present?
A. Teachers can learn to recognize signs of physical abuse. They should be concerned if a child repeatedly comes to class in the morning with swellings and bruises. Teachers also should be concerned if a child habitually wears long sleeves or layers of clothing even when the weather is warm. Some kids will tell a teacher they're being abused if the teacher just comes out and asks them.

School-based child abuse education programs emphasize the importance of telling someone about the abuse. Often a sexually abused child in such a program will tell someone about their situation. When you give children definitions of abuse—especially sexual abuse—they'll more clearly understand that what is happening to them is wrong, and they'll be more likely to report it.

Teachers also can pick up on abuse by keeping an eye out for behavioral problems. A kid who all of sudden starts acting out or becomes violent could just be displaying something learned at home. Teachers should wonder, "Where did this child pick up this behavior? Where did he or she learn this violence?" Most likely it came from a parent.

Q. What should a teacher do who suspects a student is being abused?
A. Every state has a law requiring teachers to report cases of child abuse. So it's imperative that teachers receive training on how to deal with the issue and how to handle the situation. Unfortunately, not enough of this kind of instruction is going on.

Q. What determines how much psychological damage an abused child suffers, and when is such damage likely to show up?
A. The amount of damage depends on how severe and intense the abuse is, how long it lasts, and when it starts. The earlier in life abuse begins, the worse effects it's likely to have later in life.

Abuse causes more psychological damage to children at certain ages than at others. But even those children who are abused at particularly vulnerable points in their development may not show any abnormality from abuse until later in life. Sexually abused children, for example, usually don't manifest problems until they're older, when they're beginning to develop and understand their own sexuality.

Q. Do some children withstand abuse better than others?
A. It appears that they do, but the exact reasons are hard to sort out. Some children survive severe abuse and emerge as successful, healthy adults; others become virtually disabled psychologically.

Genetic factors seem to play some role, but a lot of evidence indicates that the most important factor in "surviving" child abuse may be a long-term relationship with a supportive, healthy adult, perhaps a relative or a teacher, who stays interested and available.

Q. How can child abuse be prevented or at least reduced?
A. In-home services are quite effective in combatting either neglect or physical abuse—except for sexual abuse. Someone (usually a social worker from the school or a local social service agency) comes into the home on friendly terms with the family and provides any kind of support that's possible. This person teaches parents to be parents—often they don't know how—and serves as a role model.

This kind of friendly relationship with the family takes a long time to develop. In-home service people often drop in five or six times a day. They teach abusive parents to live for the next day. All too often, abusive people live only for today because they don't know whether there will be a tomorrow.

It's important to know that abuse is compulsive, repetitive behavior. It's habitual, like an addiction.

And, again like substance abusers, child abusers can find help and support in groups of people who share their problem. One group, "Parents Anonymous," has been around for over 30 years and has a chapter in almost every city. Its program's modeled after the 12-step Alcoholics Anonymous program.

Q. Has child abuse declined with the increase in education and publicity over the years?
A. In the '70s we did fairly well in managing the situation and preventing abuse, but in the '80s services for abused children and their families deteriorated dramatically. Although reporting of cases has improved and society's consciousness has been raised, little has been done in recent years to actually improve the situation for these children.

Q. Beyond reporting the problem, what role can school employees play in helping abused children?
A. School employees can play a crucial role. First, they can teach about abuse and prevention. In California, for example, school districts must provide every child with at least three child abuse education courses between kindergarten and high school.

Second, abused children lack a sense of security. We know that comfortable relationships with adults—and school employees can be very important adults in this respect—can make a big difference in abused children's health. Beyond recognizing the problems and getting help for the victims, that's a very important contribution school employees can make.

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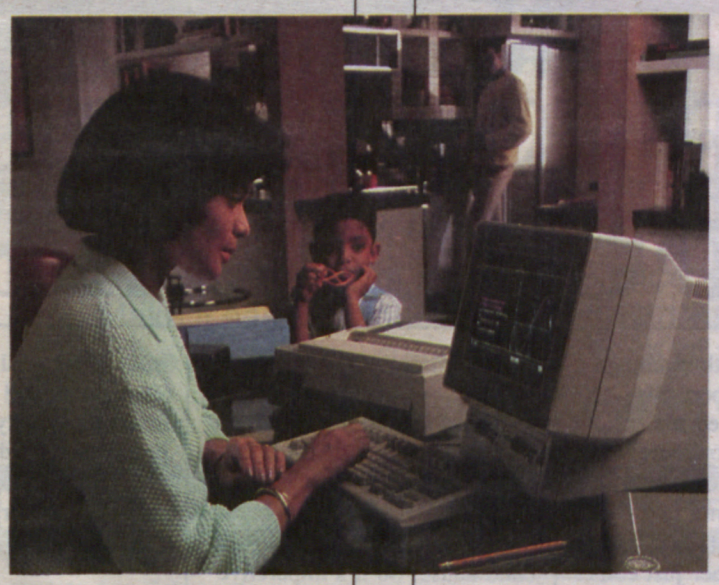

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INTERNATIONAL

EDUCATION: SOUTH AFRICA'S NEWEST BATTLEGROUND

Which is more important: getting a quality education or fighting apartheid? For South African students and teachers, it's not an either/or choice.

For Maryland social studies teacher Mark Simon, South Africa has always been more than "current events." Simon's family roots are South African.

Earlier this year, Simon spent his first month in South Africa—and became the first American to interview students and educators from nearly every wing of South Africa's diverse anti-apartheid movement.

Those interviews gave Simon, the president of the Montgomery County Education Association, a unique perspective on the struggle against apartheid—and an even deeper appreciation of the importance of education. This is his report.

"Do you know Afrikaans?" I asked the four students.

"*Vryheid*," responded Warren. "That's the only word we need to know in Afrikaans. It means *freedom*."

The four youngsters were student government leaders at a high school for "Colored" (partly Black African) students in Cape Town, South Africa. Simply by meeting with me, a stranger, they were taking a risk. South African officials know that the student movement and the movement against apartheid—the nation's system of racial domination—stand as one.

In 1985, the students explained, the slogan of their movement was "Liberation now, education later." Why bother to get an education, students felt, as long as South African law restricts where Blacks (Africans, Asians, and "Coloreds") can live and what kinds of work they can do?

Today, that attitude has changed. Students realize that the revolution they believed around the corner is years away. Their slogan now: "Education toward liberation."

In a very real sense, education has become the chief battleground in the struggle over apartheid. Both the South African government and the opposition "mass democratic movement" recognize it as the key to their country's future.

For Blacks, that future will be bleak as long as apartheid survives. In South Africa today, Black education receives one sixth as much money per student as white education.

This funding differential translates vividly into educational inequity. One Black history teacher I met had an average of 50 students per class—and just 20 textbooks.

Limited budgets often mean that teachers aren't replaced when they leave. Some students end up with no teacher at all. In one kindergarten class I visited—with 65 students—the "teacher" was a parent volunteer.

The school buildings for Blacks that I saw were uniformly uncomfortable and neglected. The gaping holes in their walls, ceilings, and windows were clearly old and long unrepaired.

According to one teacher union president I met, out of every 1,000 Black students who enter school, only six will pass their final "matriculation" exam.

Few Black teachers have college degrees, and the majority of Black elementary school teachers have never even graduated from high school.

South Africa's teacher unions are addressing these problems—working with local universities to offer teacher training and experimenting with alternative curriculum development.

But for the major teacher unions, even daily operation presents constant dilemmas. If they become too "political" and open in their struggle against apartheid, they risk swift retribution. At the same time, younger teachers with experience in the student movement want the established unions to do more to bring about change.

These younger teachers are tired of work schedules that require teaching a minimum of 45 periods a week, with no time for planning. Such schedules, they point out, dictate a rote-learning teaching style that turns kids off from the very start of their education.

Many younger teachers have joined one of the new "progressive" teacher unions. These unions object to discrimination against women teachers and protest the continued staffing of nonwhite schools with unqualified teachers. They charge principals with helping security police identify activist teachers and dismissing such teachers without cause.

I was able to meet with members and leaders of both the new and the more established teacher unions. All are now working together in a new effort to create a single, nonracial, unified teacher union movement in South Africa. The World Confederation of Organizations of the Teaching Profession (WCOTP)—the international organization that includes NEA—is actively encouraging this move toward unity.

The educational unity movement is only part of the ongoing and growing struggle against apartheid I saw in South Africa and have since heard about. Last June, for instance, students boycotted standardized exams. And in September, 80 percent of the nation's teachers staged "stay-aways" to protest white-only elections.

The South African government actively promotes an image of reform. Yet three of the teacher unions whose representatives I met with remain "banned," and their meetings are illegal.

I've started corresponding regularly with South African teachers since I returned home. It's through that correspondence that I learned recently about one teacher, a member of a banned teacher union, with whom I spent several hours during my South African trip. He was found hanging from the rafter of a house, with his throat cut.

Resources

For more information about South Africa, contact these organizations:

- The American Committee on Africa and the Africa Fund, 198 Broadway, New York, NY 10038.
- The Washington Office on Africa, 110 Maryland Ave., N.E., Washington, DC 20002.
- The Africa Network, P.O. Box 59634, Chicago, IL 60659.
- *Africa News: A Weekly Digest of African Affairs*, P.O. Box 3851, Durham, NC 27702.
- The African National Congress Observer Mission to the U.N., 801 Second Ave., Suite 405, New York, NY 10017.

Reaching Out to South Africa

South African teacher unions are ready to distribute letters from the United States to school staff and students. To start an exchange, contact any of the unions noted below.

- African Teachers Association of South Africa (ATASA), P.O. Box 359, 1804 Orlando, South Africa. Represents 60,000 Black teachers.
- Union of Teachers' Association of South Africa (UTASA), 85 Kasselsvlei Road, Bellville South 7530, Private Bag X12, Kasselsvlei 7533, South Africa. Represents 20,000 mixed-race ("Colored") teachers.
- Western Cape Teachers Union (WECTU), P.O. Box 93, Crawford 7764, South Africa.
- Progressive Teachers Union (PTU), P.O. Box 1539, Southdale 2135, South Africa.
- Teachers Association of South Africa (TASA), 11th Floor-Teachers Centre, 113 Albert Street, Durban, South Africa 4001.

Mark Simon

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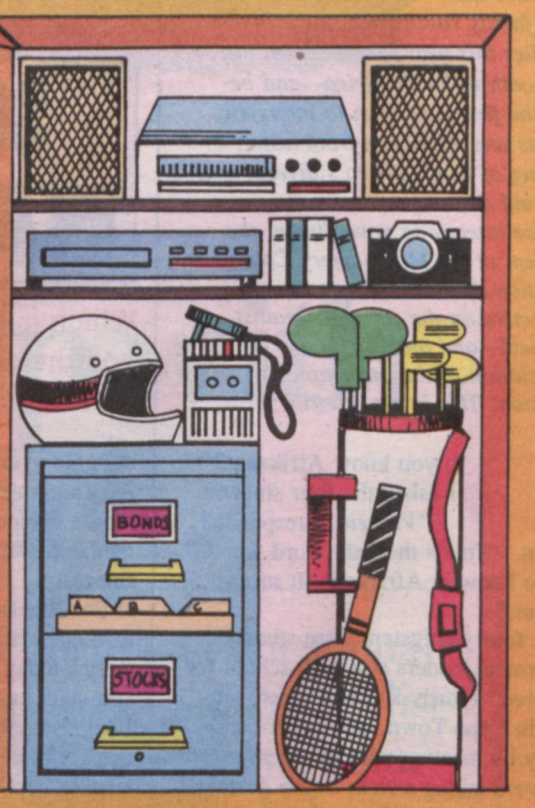
Possessions

Teens spent $55 billion in 1988, and some of them have a lot to show for it. The number of teens who own cars increased five-fold between 1968 and 1988. Here are the percentages of 13- to 19-year-old girls who own:

Cameras	85%
Stereos	70
Tape recorders	45
Tennis rackets	26
VCRs	16
Motor scooters	12
Stocks/bonds	12
Golf clubs	5

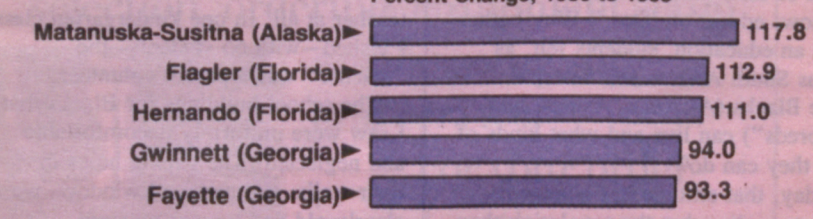
Sources: Sassy magazine, U.S. Census Bureau, 1988 Rand Youth Poll



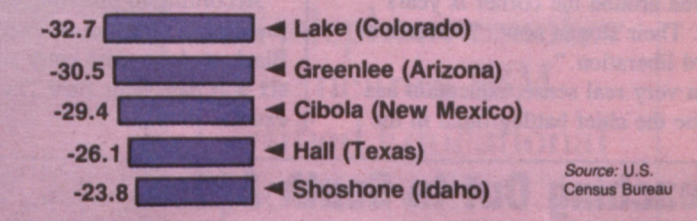
Population Swings

The nation's five fastest-growing large counties:

Percent Change, 1980 to 1988



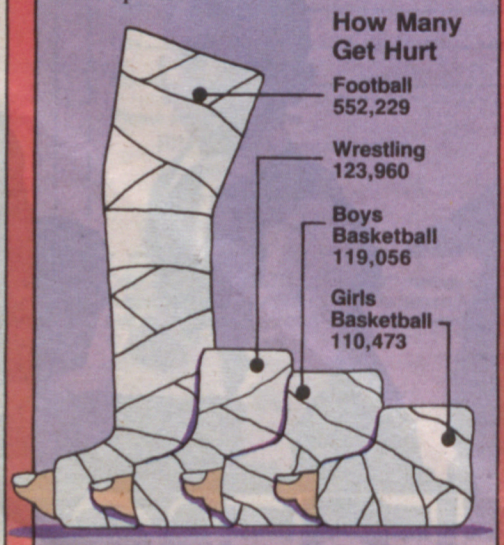
And the five counties with the largest population losses:



Source: U.S. Census Bureau

Sidelined

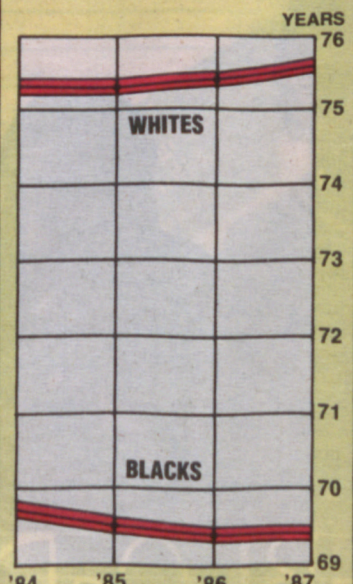
Each year about 1.3 million students are injured competing in high school sports. On the basis of a three-year (1986-89) study, the National Athletic Trainers Association estimates that nearly a million students are injured annually in these sports alone:



Source: National Athletic Trainers Association

Life Expectancy: A Growing Gap

After narrowing for decades, the gap in life expectancy between Blacks and whites has grown the past three years.



Source: National Center for Health Statistics

YOU AND YOUR RETIREMENT

Is Investment Fraud Robbing YOU?

Armed robbery can be terrifying, but losing your wallet or jewelry is nothing compared to losing your life's savings. The most financially dangerous thieves don't use guns or work in the dark.

According to the Commodities Futures Trading Commission, commodity swindlers steal more than $1 billion a year from naive investors. The Consumer Federation of America thinks dishonest financial planners steal at least another $500 million.

Even legitimate brokers and investment advisers don't always put the consumer's interests first. Many people sink their hard-earned money into ventures ill-suited to their financial situations, often because of incompetent advice.

Be a smart consumer when picking your money manager. Many people who read consumer magazines and shop around for weeks before buying a dishwasher will entrust their life's savings to the first "expert" who calls.

Before you let anyone handle your finances, you can take 10 steps to protect your money:

► Interview at least three financial planners before selecting one.

► Check the planners' educational backgrounds and experience. A Securities and Exchange Commission (SEC) study found that typical financial planning customers are more educated than typical financial planners. Look for planners with at least three years' experience and certification by groups like the Association of Financial Planning.

► Understand fees. The SEC says 85 percent of financial planners earn most of their income through commissions on the products they recommend, but fewer than half disclose this fact to their clients. *Consumer Reports* calls this potential conflict of interest the financial planning industry's main problem.

► Ask financial planners to refer you to two or more other clients—and follow up. Have these people made money? Do they feel comfortable with the advice they're getting? Is the planner easy to contact? (But beware: con artists often dupe innocent people into promoting their schemes.)

► Ask to see written plans drawn up for clients similar to you. Crooks often put nothing in writing. If the planner does show you plans, can you understand them? Is the amount of risk appropriate? If possible, show the plans to a knowledgeable neutral party.

► Call your state securities office to see whether the planner has a past history of problems. The Central Registration Depository System collects nationwide information on disciplinary actions.

► Once you've chosen a planner, get your plan in writing. Keep records of everything you and your planner agree on. You'll need these if you have a dispute later.

► Don't invest in things you don't understand. If you're confused, delay action until you've had a chance to educate yourself.

► Talk to your planner regularly. Agree on a schedule for statements and for reviews of your portfolio.

► Above all, when considering any investment, remember the old saying, "If it seems too good to be true, it probably is."

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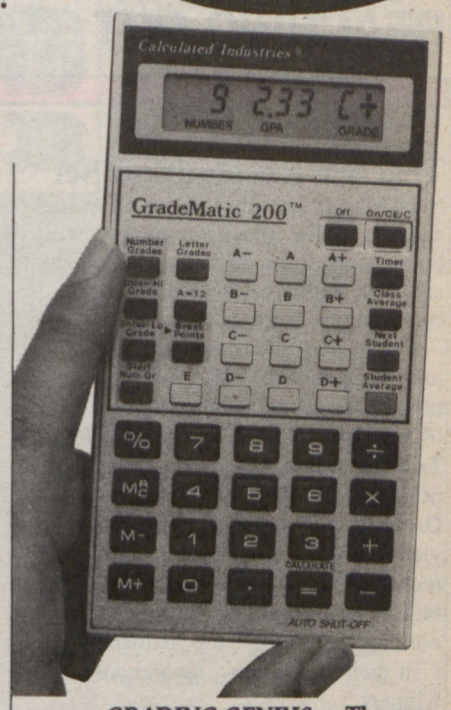

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REACHING OUT

Teacher Recognition Set

Next May 125 teachers from 25 of the nation's largest television markets will be recognized for their teaching talents and their ability to involve their communities in the schools.

It's all part of Thanks to Teachers, a joint project of the NEA-based National Foundation for the Improvement of Education, Group W (Westinghouse) Television, and Apple Computer. The project kicks off December 26, when Group W stations will air public service announcements urging viewers to nominate their favorite teachers. Local blue ribbon panels will review the nominees, interview the finalists, and visit their classrooms, then choose five winners.

Each of the teachers chosen will receive an Apple computer and be recognized publicly in several ways. They will be profiled on their local Group W television station's evening news during awards week in May and honored at a local awards event. In June they'll be brought to Washington, D.C., to receive their awards and participate in a two-day symposium on education reform.

Thanks TO TEACHERS

As part of the general teacher recognition and awareness effort early next year, participating television stations will air an original, prime-time, one-hour drama about real-life teachers, and a series of shorter pieces highlighting teaching excellence.

AIDS Video—By and for Students

A new AIDS video is out, the result of a nationwide contest for productions by secondary students. NEA's Health Information Network provided one of the judges for the High School AIDS Education Video Contest, sponsored by the Corporation for Public Broadcasting.

Using the top nine videos, PBS created a 25-minute program entitled *Stop AIDS*. The emphasis: let teens teach each other about AIDS.

The video segments range from light-hearted skits and dramatizations to an emotional look at the impact of AIDS on a teenager who has lost a friend to the disease. Rap music and a character called "Captain Condom" are among the creative tactics used by the student producers to grab the attention of fellow teens and convey the facts about AIDS.

A teacher's guide, developed by KCTS/Seattle in cooperation with NEA's Health Information Network, Seattle Public Schools, and CPB, suggests an original approach to promote learning: teachers ask students to critique the student videos on content, creativity, and effectiveness in communicating their AIDS messages.

Stop AIDS videos are available for $15 from *Stop AIDS*, 1640 North Gower St., Hollywood, CA 90028.

Fellowships Available

The American Association of University Women Educational Foundation is offering 50 fellowships for female elementary and secondary teachers who want to expand their skills and to increase the numbers of girls studying math and science.

The fellowships will range from $1,000 to $10,000, depending on the length of the study undertaken. The postmark deadline for applications for the 1990-91 school year is January 16, 1990.

The program is open to women who teach full-time in grades K-12 in U.S. public schools and who:

► have at least five consecutive years' full-time teaching experience

► are U.S. citizens or permanent residents

► can demonstrate commitment to educational opportunities for women and girls through work in the classroom, the school district, and the community

► plan to continue teaching for the next five years.

For application forms, contact Alicia Quinn, AAUW Educational Foundation, 2401 Virginia Ave., N.W., Washington, DC 20037, 202-728-7609.

MAKING NEWS

Geiger on Presidential Panel

The White House has named NEA President Keith Geiger to serve on the 24-member President's Education Policy Advisory Committee. The group was appointed to advise the President "with respect to the objectives and conduct of the overall education policy of the United States."

"The establishment of this body is a clear signal that the nation's education advocates will play a role in fine-tuning the recommendations that came out of the President's Education Summit in September," notes Geiger.

Members of the Committee are key leaders from business and education. Besides Geiger, they include Los Angeles math teacher Jaime Escalante, Xerox CEO David Kearns, and New Jersey Governor Thomas Kean.

TAKING A STAND

Board Votes

At its September 22-23, 1989, meeting, the NEA Board of Directors allocated $200,000 from the NEA Contingency Fund to help the West Virginia Education Association implement the initial (1989-90) portion of a five-year organizing plan. The motion carried with 144 *yes* votes and 0 *no* votes. Alternates replaced three absentees.

In its second roll-call vote, the Board—

► allocated up to $270,000 from the Contingency Fund to help the Michigan Education Association with two statewide tax initiatives.

► set aside $136,000 from the Contingency Fund for 1989-90 toward a five-year long-range plan to help NEA-New Mexico with organizing.

► allocated $250,000 from the Contingency Fund to help meet NEA-New York's 1989-90 financial shortfall.

► allocated $474,050 from the Contingency Fund for 1989-90 implementation of a targeted organizing project in Texas.

The motion carried with 142 members voting *yes*, 2 *no*, and 2 absent.

The absentees were Ruth D. Holmes (Fla.) and Ivette Cortes (Puerto Rico). Those replaced by alternates were Mardi Schroer (Colo.); David A. Dangel (S. Dak.); and Greg A. Jung (Mo.).

LOOKING BACK

Alaska Innovation

Lathrop High School in Fairbanks, Alaska, has received many inquiries about the revised class schedule ("Less Chaos in Fairbanks," Sept.) that divides the school day there into four 80-minute class periods, a 50-minute lunch break, and two 15-minute between-class breaks.

The innovative Lathrop schedule features three different days in rotation, as the diagram below indicates. A complete schedule rotation takes three weeks.

Gayle Harbo (shown here at left), chair of the Lathrop High math department, also chairs the Fairbanks Education Association bargaining committee, which negotiated the change in the computation of secondary preparation time that allowed for the new schedule. Harbo is also the 1989 Alaska Teacher of the Year. With Harbo is Kathy Mosley, who chaired the faculty committee that implemented the plan.

	1st Week	2nd Week	3rd Week
M	1 2 4 5	3 1 4 6	2 3 5 6
T	2 3 5 6	1 2 4 5	3 1 4 6
W	3 1 4 6	2 3 5 6	1 2 4 5
Th	1 2 4 5	3 1 4 6	2 3 5 6
F	2 3 5 6	1 2 4 5	3 1 4 6

Tamara Marley

PERSONALLY SPEAKING

ON THE ROAD TO FISCAL HEALTH

INSURING POSSESSIONS AGAINST DISASTER

Giuliana Nakashima

Teachers Nancy and Gregg Montgomery of Holden, Mo., are doing some financial housecleaning this school year. They've worked through a balance sheet and cash-flow statement, set some goals, and examined life insurance needs. This month Gregg and Nancy will take a look at the insurance on their major assets—their house and cars—to see if they're doing enough to protect them. If you're working through your own finances along with the Montgomerys, get ready to focus on your own possessions.

Like many homeowning Americans, the Montgomerys have no greater asset than their house, an 1,800-square-foot, $70,000, three-bedroom structure they bought in 1986. They also have a 1989 Pontiac, which Nancy drives to work. Gregg drives a 1978 Chevy, which they'll need to replace in the next year or so.

The Montgomerys need to make sure both their major assets—the house and the Pontiac—are adequately insured.

First the house. To determine how much homeowners insurance they need, they have to figure out how much it would cost to rebuild their house at today's prices. They can either have the house appraised or simply multiply the square footage by the construction cost per square foot for houses like theirs in their area.

Once they know the replacement cost, they should insure the house for at least 80 percent of that sum in order to collect the full cost of repairs if they have a loss. (For example, someone whose house will cost $100,000 to replace should carry insurance for at least $80,000. Otherwise the company will pay only a percentage of any insured loss.)

Although the Montgomerys recently had their house appraised for $69,000, they've insured it for $80,000. "We thought the appraisal was a little low," Nancy says. They pay $350 a year for a homeowners policy with a $500 deductible. Although they may have purchased a little more insurance than they need, they did shop around to get the best price. And they carefully considered their deductible—the amount they themselves will pay if they suffer a loss.

The higher the deductible, the lower the premium. By raising the deductible from $100 to $500, you can save about 20 percent on the premium. A rule of thumb for choosing a deductible is that you can afford it if it's not more than a week's pay. The Montgomerys' weekly pay is about $665, so their $500 deductible is pretty much on target.

The contents of the house are insured for half the insured value of the house itself—in the Montgomerys' case, $40,000. Other structures on the property are covered for 10 percent, trees and shrubs for 5 percent, of the insured value.

The liability part of your homeowners policy covers you—up to a specified limit—if a guest slips on your steps or sidewalk, if your child breaks a neighbor's window, or if you poke somebody in the eye with your umbrella in the airport. The Montgomerys' policy has a $100,000 liability limit. Some families that have very valuable assets may choose to get a higher liability limit.

Rates on homeowners policies vary a lot, and you can save money by comparison shopping. Ask about discounts for safety devices like burglar alarms, smoke detectors, sprinkler systems, and deadbolt locks or for special fire-resistant types of home construction—even for getting your auto insurance from the same company. Some insurance companies also offer discounts to senior citizens, nonsmokers, and long-time policyholders.

When the Montgomerys updated their auto insurance last year, they bought full coverage for their 1989 Pontiac. Their liability insurance will protect them if they injure someone or damage property in an accident. Medical payments coverage pays doctor and hospital bills of anyone they injure; collision insurance covers repairs to their own car; and uninsured motorists coverage covers their expenses if someone who carries no insurance hits their car.

"We have to maintain complete coverage on the newer car to satisfy the bank that holds our auto loan," Gregg says. But the Montgomerys dropped the collision coverage on the Chevy, keeping only liability and uninsured motorists' coverage. Most experts advise dropping collision insurance on any car that's paid for and more than about seven years old. Even though it serves you well, it probably has a low book value, so the insurance company wouldn't pay the cost of repairing it after an accident.

When they updated their auto coverage, the Montgomerys also raised the deductible from $50 to $200 to save money on their premium. If they raised it to $500, they could save as much as 35 percent on their premium, according to the Insurance Information Institute. Their deductible would still be less than a week's pay.

The same kind of discounts that apply to homeowners insurance apply to auto insurance. In addition, companies give discounts to people with clean driving records, nondrinkers, drivers who use car pools, and teenagers with good academic records.

Like most states, Missouri requires that licensed drivers carry a minimum level of liability insurance. Bodily injury and personal property liability insurance are sold as a package with what is called "split limits." Missouri requires minimum limits of 25/50/15. This means that in case of an accident, the insurance company will pay up to $25,000 for each person injured, with a maximum of $50,000 for all persons injured, and $15,000 for personal property damage.

Often the state-imposed limits are not enough to cover families with substantial assets. For example, the Montgomerys' assets amount to nearly $150,000. They bought a policy that has limits of 50/100/25. "They'll advise you to go to 100/300/25," Gregg says. "But we haven't done that yet." Families that want even more liability coverage should check into "umbrella" policies which provide extra liability limits over and above auto and homeowners insurance.

The Montgomerys are in good shape on their personal property—and the insurance covering it. In February, they'll do some tax planning.

—Mary Rowland

DOING YOUR HOMEWORK

Personal property insurance—auto and homeowners—should be updated every year. Here are some things to look for:

► Is your home insured for 80 percent of what it would cost to rebuild it?

► If you have valuables—rugs, silver, jewelry, coin collections—consider a rider to your policy for extra coverage.

► Is your personal property documented? Take a household inventory. List the things you own, where you got them, and what you paid for them. Take photographs. If you have valuable property, get appraisals.

► Should you raise the liability coverage limits on both your home and car? Liability coverage is important protection. A judgment against you as a result of a liability suit could wipe you out. If you have substantial assets, consider adding an umbrella policy to give you additional liability protection above the limits on your homeowners and auto policies.

► Do you have liability, medical payments, and uninsured motorists coverage on your car? If the car is new and you owe money on it, do you also carry collision insurance?

Here are some tips for cutting your premium:

► Increase the deductible. Most people can afford a deductible on each insurance policy roughly equal to one week's pay. Insurance should cover the big things. You save money by picking up the tab for the minor things yourself.

► Consider dropping collision coverage on a car if it's at least seven years old and paid for.

► Ask about discounts. Insurers offer discounts to long-time policyholders, safe drivers, nonsmokers, and nondrinkers, and they also provide discounts for cars and homes equipped with safety devices like air bags and smoke detectors.

► Shop around. Rates vary widely. Get quotes from at least three companies or agents.

—M.R.

Letters

NEA Today
KELLY PUSHED DRUGS...
And took drugs, too. But she found help at a school-based health clinic.
Could a clinic help your students?

Is Research Right?

I question the statement that transitional classes do not prepare students for first grade ("Retention Holds Kids Back," Nov.). I have been a teacher for 16 years, the last five teaching kindergarten. I see firsthand how important readiness is.

Our first grade classrooms are very traditional. Children are required to sit still, be quiet, and do paper and pencil activities for most of the day. The transitional program (a year between kindergarten and first grade) enables the developmentally young child time to reach the maturity needed to achieve successfully in first grade.

In 80 percent of the cases, the children who go through the transitional program earn better grades, have greater self-confidence, and are more likely to be higher achievers.

Those children who are identified as needing the transitional program—but whose parents choose not to let them participate—experience great difficulty in the traditional first grade.

Until early childhood education in K-2 becomes more developmentally appropriate, I see transitional programs as being very successful and helpful in saving children's self-esteem and in creating in them a love for learning.

Sally Deltorto
Newcastle, Oklahoma

SAT Debate

The debate over the elimination of the SATs is an annual one. However, the *NEA Today* debate ("Should SATs Be Eliminated?," Nov.) permitted the same errors that national and local media provide.

First, two junior high school staff persons debated the issue. The thought that students who put so much time into SAT preparation could use it toward their studies is exaggerated. I wonder if many high school teachers find this to be the case. It would also have been interesting to hear from someone who handles testing at the senior high level.

Second, neither of the two debaters mentioned, even vaguely, that in 1989 a total of 855,171 students took a widely accepted test under the auspices of ACT (American College Testing—a rival of the College Board).

We should be more professional in our explanations. Many people outside the field of education pick up *NEA Today*. For a topic that receives so much national exposure, it would seem that two people in a debate over an issue in their field would indeed be directly involved with the test itself.

Jim Heasley
Strongsville, Ohio

But not Tuna

I applaud Ken Leche's concern for the hungry in his community ("People," Oct.), and I agree that it is both appropriate and beneficial for children to take part in finding and enacting solutions to the unacceptable problems of hunger.

The problem that I see with Mr. Leche's project is the use of tuna. Unfortunately, some 50,000 thousand dolphins are killed yearly by tuna fishermen in their quest to maximize tuna yields. The dolphins are needlessly and horribly killed in the process of tuna fishing, even though they are supposedly protected by the Marine Mammal Protection Act. Dolphins are very unusual animals. They display astonishing behaviors that lead many scientists to believe their intelligence equals or surpasses our own.

My fourth and fifth grade students and I are supporting the National Tuna Boycott, and I invite all teachers to join me (for more information, see the July '89 issue of *The Atlantic*). Perhaps Mr. Leche could request a dollar and a bag of beans?

Jodi Bernstein
Olympia, Washington

Information Deficit?

I must admit I was a bit perturbed when I read the letter from a reader in Pennsylvania ("Letters," Oct.) about the Sept. article on "The Ritalin Controversy." As the Secretary for the Northern Virginia Chapter of CH.A.D.D. (Children with Attention Deficit Disorder) and a parent of an ADD child, I realize that the letter was written by a person uneducated about ADD. My fear, however, is that even one parent who suspects his/her child of having ADD will hesitate to seek expert help as a result of such a letter.

While all readers are entitled to their opinions, at the very least the responses should be based on fact. I would very much like to see the reader's documentation for the assertions that taking a baby to a child care center at an early age, providing a child with too much activity and stimulation, watching TV and listening to loud music, or being unchurched causes hyperactivity.

With respect to food coloring, sugar, etc., causing hyperactivity, recent research has shown that these items in fact do cause hyperactivity *but in an extremely small proportion of the population of hyperactive children.*

The reader has also interchangeably used *Attention Deficit Disorder* (ADD) and *hyperactivity*. In fact, Attention Deficit Disorder doesn't necessarily require hyperactivity. ADD can manifest itself in any *one or more* of the following:

1. inability to pay attention
2. distractibility
3. hyperactivity.

In fact, girls with ADD don't exhibit hyperactivity nearly as often as boys.

While not everything is known about ADD, it is now believed that a chemical imbalance of neurotransmitters in the brain may be responsible for the problem. Medications like Ritalin control the production of these neurotransmitters, bringing their levels back to "normal."

I would also like to add that hyperactivity is a *symptom*, not a disorder. Hyperactivity can be caused by several disorders, ADD being only one of them.

Unfortunately, many teachers hold biased, uninformed views—as does the reader from Pennsylvania—concerning ADD. This leads them to misinterpret and misunderstand their students with ADD—which rightly alarms many parents and medical professionals who strive to educate. That ADD has not been included in teacher preparation programs is a glaring omission.

Parents like myself who have ADD children hope that ignorance of the condition does not stop other parents from seeking help for their ADD children, whether it be through behavior modification techniques, medication, or a combination of the two.

Readers who would like to receive a copy of our newsletter or would like to know more about ADD, medication, or related topics are welcome to contact me.

Larry Schwartz
Burke, Virginia
CH.A.D.D. of No. Virginia

I was infuriated, saddened, and amazed to read the letter in which Elaine Hanley claimed, among other things, that taking a baby to a day care center or allowing a child to watch *Spiderman* causes hyperactivity! How ludicrous! Furthermore, to state that Attention Deficit Disorder (hyperactivity) was "unheard-of 40 years ago" does not mean that it did not exist! Alzheimer's disease was only recently recognized and labeled as such, but has been an affliction that mankind has had to deal with for much longer than 40 years!

As a teacher of children with "exceptional educational needs" and the mother of a son with diagnosed ADD, I know full well the research and soul-searching that a parent must do before putting a son or daughter on Ritalin or Dexedrine. But both my son and I have been thrilled with the improvements medication has helped him to make in his behavior.

No, Ms. Hanley, I did not take my son to a day care center, drag him from swimming lessons to piano lessons, fill his time with *Spiderman* shows, and feed him a steady diet of prepackaged, processed food, yet he has ADD and my other three children do not. To imply that bad parenting is the cause of hyperactivity only heaps guilt on already emotionally overtaxed parents and shows a level of ignorance that could not have existed 40 years ago!

Dianne L. Crockett
Marshfield, Wisconsin

Dropouts and Driving

I was infuriated to hear about the new law in Florida which punishes high school dropouts by not allowing them to have driver's licenses ("Should Dropouts Be Denied Driver's Licenses?," Oct.). I now know that West Virginia, Texas, and Wisconsin have enacted similar laws, and that a national bill will be considered in the House of Representatives. This is one of the most unfair laws I have seen, and I don't think that either debater was on target. I believe that the law is unconstitutional because I believe that driving is a right, not a privilege.

Amendment 14, Section 1, of our Constitution says: "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law..."

This "due process clause" has been interpreted as meaning that the government cannot withhold someone's rights without good reason to believe that he or she cannot, or will not, exercise them safely. While bad eyesight and insufficient knowledge of traffic regulations are good reasons to believe that someone cannot safely exercise the right to drive, his or her decision not to finish high school is not. I don't know of anyone who claims that two more years of school will make a safe driver out of an unsafe one.

This law penalizes people for making choices which are disapproved of by legislators, but which are not unlawful. If lawmakers want to prevent students from dropping out of school, they should make it illegal. (I would not advise them to take that step, however.)

I have been legally taught at home, by my parents, and with the approbation of the school district, for all of my life, and yet when I finish high school I will have no way to get a diploma. My parents can't give me a diploma, the school can't give me a diploma, and I can't even take the high school equivalency test (GED) until I am 19, because there is a law in New York State (meant to be an incentive to stay in school) that you can't take it until you've been out of school for three years—and you can't drop out until you're 16. If I lived in Florida, West Virginia, Texas, or Wisconsin, I would not be able to get a driver's license!

I would recommend that legislators and teachers put their energy into making schools places where people can learn skills they need, rather than places where children are imprisoned in the hope that they will become better citizens.

Vita Wallace
Ithaca, New York

More on *Sassy*

As I read my recent October issue of *NEA Today*, I came upon an interview with *Sassy* editor Jane Pratt. My only question to you is, why? I see no value or purpose other than to give free advertising to her magazine. Do you intend to interview the editor of *Playboy?* Do you intend to interview editors of other magazines that appeal to young readers?

If you indeed have examined issues of *Sassy*, you would be wise to conclude it is not the type of magazine a professional organization would endorse.

As an educator, I believe in being open, honest, and complete in educating my students. I do not believe in being suggestive, immoral, and indecent.

Much of *Sassy* is borderline trash. Our students are exposed to enough of that on television, in their music on MTV, and at the movie theaters.

We as a professional organization lose credibility when we give time and attention to publications like *Sassy*.

Dixie L. Knudsen
Marion, Iowa

Your October interview with *Sassy* magazine editor Jane Pratt is of great concern to me.

Sassy is a controversial magazine that undermines parental respect and traditional values. Your full-page coverage came across as an endorsement.

Again I'm disappointed and angered by NEA, the social politician.

Emma Lou Hughes
Hartford, Wisconsin

Debate

Should Parents Pay For Their Children's 'Sins'?

Howell Register teaches seventh grade English and adult basic education at Ashford (Alabama) High School. He's held many posts in his local affiliate—the Houston County Education Association—and currently serves as its vice president and president-elect.

When we look at our society today, two things stand out: the high divorce rate and the large number of children born out of wedlock. In this country, several million kids live with a divorced parent and, according to projected estimates, a third of all babies born in the U.S. during the 1980s will spend at least part of their childhood in the custody of a single parent. When family composition changes, time becomes the most valuable commodity for parent and child. The result is often greater independence for the child, and that can cause behavioral problems.

Parents—single or married, pressed for time or not—have a responsibility to set their children on the path of good, acceptable behavior. This is particularly critical today, when crime, drug abuse, teen pregnancy, and AIDS are commonplace. Too often, the school and the judicial system have to take over from parents the responsibility of raising America's children. It's society that often pays the price of their misbehavior.

Kids need protection, love, nurturing, guidance, and the knowledge that their parent(s) will be there when they need them. Patricia Conners, who oversees a 24-hour hotline for kids in trouble, says the major problem of today's society is family breakdown. Alcohol, drug abuse, physical abuse, sexual abuse, and divorce all take their toll on kids, she explains. Conners and most other experts agree that it's most important for troubled youth to know that they're not alone, that help is available.

Thomas Jefferson said, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be!" Yet education often cannot take place today because of the social problems I've cited.

What's the solution?

We might want to consider the words of Bill Honig, California Superintendent of Public Instruction, in his recent book *Last Chance for Our Children*:

> Children are not automatically moral or ethical. It takes a great deal of education, social bolstering, and sustained effort at putting a culture's highest ideals, values, and inspirations before young people to help them attain their full humanity.

Parents must remember that to treat children like children isn't patronizing, it's parental. Assuring parents of involvement in the schools through PTA chapters and committees is desirable, but it doesn't relieve them of the responsibility of reinforcing values and education in the home.

The quality of training children get depends on parents. They're society's first line of defense. If they fail, society suffers the results of their children's misdeeds.

Perhaps American parents and educators should take a lesson from the Japanese, who encourage their children to develop positive attitudes toward school. They motivate their children to think about their lessons. When children do this, they become involved in the education process and are less likely to misbehave.

As Rudyard Kipling said, "We have 40 million reasons for failure, but not one excuse."

Karen Bradshaw teaches fifth grade math and science at Smith Elementary School in Alief, Texas, in the Houston area. She's president of the Alief Education Association and past president of the East Windsor (New Jersey) Education Association.

As educators, we're all too aware of the complex nature of relationships. We're professionals—but we don't always know how to motivate and educate all children. How, then, can we expect parents—with little or no training for their role—to effectively motivate and educate their children, especially when special problems arise?

Parents today have little control over much of the information their children receive, primarily from media that didn't exist 50 years ago. Society's attitudes have changed over the years, and today's children see violence and abuse regularly in the news, in movies, and on TV.

The explicit sexual information in print and pictures available at almost every corner store gives kids a warped view of adult relationships. Political and financial news displays the results of greed and dishonesty.

Often these messages don't even pay lip service to the existence of a high value system. We must recognize that these influences may have brutalized many of our children.

As educators, we know how important encouragement and support from a significant adult—ideally a parent—is to a child. But the support of adults has been eroded not only from the lives of many youngsters, but from the lives of their parents as well. The network of friends and relatives that once buttressed the family and helped set standards of conduct has disappeared for many of our citizens.

Financial strain often requires that a family have two incomes. Frequently, single parents who must work two jobs don't have a family or neighborhood support system. They can afford only to put their youngest children in day care, leaving the rest to fend for themselves after school. Such parents aren't criminals deserving of punishment, but rather victims worthy of assistance.

We—parents, schools, communities, and government—ought to be establishing support systems to help them become better parents. Program essentials should include—

► Comprehensive day-care programs. For younger kids, the best site is the workplace. Evidence shows that when parents are confident they can get to their children whenever necessary, their work is more productive.

► Counseling services for families "at risk." We must address the problem of family dysfunction—most kids don't become criminals overnight.

► Relevant education for both child and parent. We need to teach young adults cooperation and tolerance along with skills needed to manage people and finances in a household today.

► Incentives to keep kids in school and opportunities for them to receive on-the-job training. Kids will feel a sense of power over their future if they know they have skills valued by the business community.

► Job placement and rehabilitation services for first-time offenders. Along with these must come family counseling and parent education classes.

Instead of holding parents responsible for the crimes of their children, we would better serve the juvenile offender by establishing a system of justice that works to correct problems. Holding parents accountable might be the answer in those few cases where they simply ignore their responsibilities, but laws penalizing parents generally fail to address the real issue.

States Make Parents Responsible

Several states have passed laws that hold parents legally responsible for their kids' misbehavior; others have similar laws pending.

Among laws now in place—

► *Arkansas:* Parents can be fined when their children skip school.

► *California:* Parents can be fined or jailed for allowing their children to participate in gangs.

► *Florida:* Parents can be jailed if they leave a gun accessible and their child hurts someone with it.

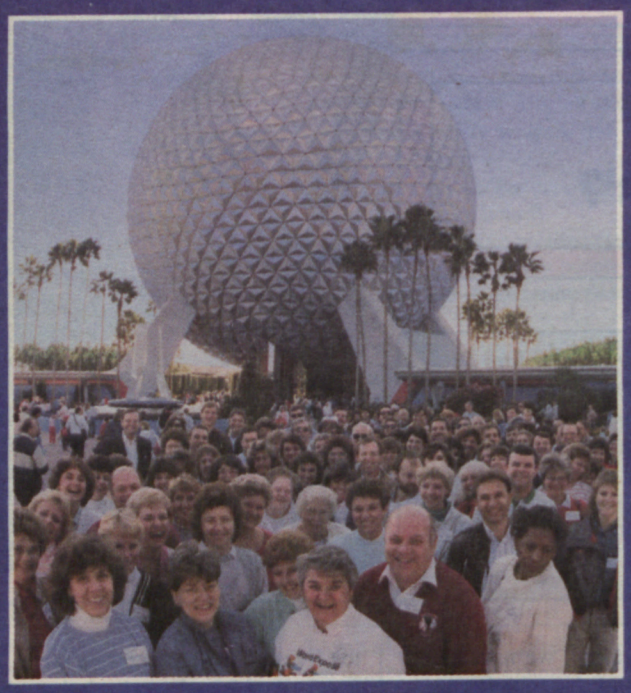
► *Hawaii, Wisconsin:* Parents can be forced to pay child support when their child has a baby.

► *Lucas County, Ohio:* The juvenile court will fine or jail parents for encouraging drug use or when their children skip school.

► *29 states and the District of Columbia (plus many local jurisdictions)*: A federal waiver permits public housing projects to evict any family in which one child is found to be using or selling drugs.

Earth Shuttle™

The Ultimate Field Trip℠



Teachers from 25 states and Canada participating in recent on-site seminar weekend.

Design your own EARTH SHUTTLE curriculum.

Sample themes listed below:

Ideas & Technology—EPCOT Center

American Studies—Magic Kingdom

Comparative Cultures—EPCOT Center

Understanding the Land & Seas—EPCOT Center

Encountering Ocean Animals—SEA WORLD

Accents Around the World—EPCOT Center

Discoveries in Space—KENNEDY SPACE CENTER

Exploring Nature—WALT DISNEY WORLD® Resort

FREE ON-SITE SEMINAR

Orlando, Florida
September 21-23, 1990

A Preview Weekend

Join the ranks of teachers who have enjoyed the benefits of advanced preparation…for THE ULTIMATE FIELD TRIP! Preview the EARTH SHUTTLE program at three remarkable learning centers, EPCOT Center WALT DISNEY WORLD® Resort, KENNEDY SPACE CENTER'S SPACEPORT USA and SEA WORLD of FLORIDA, prior to your students' trip. Hosted by our educational coordinators, Dr. Stephen Ellenwood and Dr. Gerald Abegg, you will experience a "classroom" unlike any you have ever seen. Dr. Ellenwood is Chairman, Department of Curriculum and Teaching, Boston University: Dr. Abegg is Program Director, Science Education, Boston University. We want to share with you what thousands of students and teachers throughout the United States have discovered…a study tour that makes learning fun!

On-Site Workshop—KENNEDY SPACE CENTER'S SPACEPORT USA

On-Site Workshop—EPCOT Center

What's Included:

Round-trip air, transfers, 2 nights' lodging, all admissions, 2 continental breakfasts, poolside reception, instruction, private briefings and curriculum materials.

How To Qualify:

Enroll 15 students by June 1, 1990. Every 15 $90.00 deposits represents 1 free trip for the weekend seminar. Note: In addition to the free seminar weekend, you will travel free when you accompany your students at a later date.

Earth Shuttle Overview:

EARTH SHUTTLE provides active instruction, hands-on exercises and structured materials. The program is designed for grades 3-12. The content may be subject-oriented or interdisciplinary. Each teacher selects the themes best suited for his or her students. The length of the program may vary from 2 to 5 days and is offered year round.

☐ **Yes,** I want to receive your free Information Pak.
☐ Yes ☐ No Telephone me one evening to explain the program.

Name _____ ( ) School Phone _____

School _____ ( ) Home Phone _____

School Address _____ My Subject _____

City _____ State _____ Zip _____ Grade Level _____

Mail to: Earth Shuttle, The Carter Co. of Boston, Inc., 11 Beacon St., Boston, MA 02108

For FREE catalog call 1-800-237-0046 In Mass. call 617-723-3060

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